



Postgraduate Studies Programme in applied Economics

Department of Economic Sciences

University of Thessaly

Overqualification of Generation Y employees in Greece

Dissertation authored by

Konstantinos Mavrias

Supervised by

Dr. Victoria Bellou

Volos, January 2016

Originality Statement

I state that I am the author of this dissertation and whatever aid I might have been provided with is fully recognized and reported within this work. In addition, I have properly referenced the sources that I used to draw data, ideas or terminology regardless of whether they are used as quotes or paraphrased. I also assure the reader that I have personally prepared this piece of intellectual work that in order to meet the requirements of the Postgraduate Studies Programme (Master's degree) in Applied Economics of the Department of Economic Sciences of the University of Thessaly.

Konstantinos Mavrias

Volos, January 2016

Dedicated to my dear parents

I would like to thank..

.. my supervisor Dr. Victoria Bellou profusely for discussing any issues that might have arisen throughout the process of generating this dissertation with me, for providing me with suggestions and for spurring me on. I would like to acknowledge the valuable contribution of all those that taught in the various modules of the Master's programme. Especially important is the contribution of Dr. Theodore Metaxas who gave us indispensable pointers during his teaching of the module "Research Methods & Essentials of Scientific Writing". Additionally, I would like to thank my parents for their unwavering support and great understanding, as well as relatives and friends who supported my effort. To end with, I would like to state that I am grateful to whomever else helped me finish my dissertation.

Abstract

In this Master's dissertation, literature which has to do with the concept of Overqualification is reviewed. Several other concepts are probed; Narcissism, Employee Empowerment, Migratory intentions, the Big Five character traits, Withdrawal Behaviours. This dissertation also deals with the traits and behaviours of Generation Y, as well as the group's needs and aspirations. This dissertation also talks about the challenges faced by the Greek workforce. Novel research in the aforementioned areas is important to managers and organisations globally. With that in mind, a model of interactions of the above mentioned constructs has been proposed and hypotheses have been formed. Greek workers, members of Generation Y have been surveyed via a questionnaire. Analysis of the collected data has yielded some interesting results. In the end, there is an appraisal of what has gone right and what has gone wrong in trying to establish a set of relationships among Perceived Overqualification, antecedent constructs, outcomes and moderators, as well as what should be the next step for the next relevant study.

Keywords: Overqualification, Perceived Overqualification, Generation Y, Strategic Management, Human Resources Management, Organisational Behaviour, Migration, Big Five, Greece, Narcissism, Empowerment
Jel Codes: J22, J4, J630, M50, M51, M54

Περίληψη

Σε αυτό το επιστημονικό έργο, βιβλιογραφία η οποία έχει να κάνει με την έννοια Overqualification εξετάζεται. Αρκετές άλλες έννοιες μελετήθηκαν: Ναρκισσισμός, Ενδυνάμωση, Μεταναστευτικές Τάσεις, τα Big Five γνωρίσματα του χαρακτήρα, Withdrawal Behaviours. Αυτή η διατριβή ασχολείται επίσης με τα χαρακτηριστικά και τις συμπεριφορές της Generation Y, καθώς και τις ανάγκες και τις προσδοκίες της ομάδας αυτής. Αυτή η διατριβή μιλά επίσης για τις προκλήσεις που αντιμετωπίζει το ελληνικό εργατικό δυναμικό. Νέα έρευνα στους παραπάνω τομείς είναι σημαντική για τους διαχειριστές και τους οργανισμούς σε παγκόσμιο επίπεδο. Με αυτό κατά νου, ένα μοντέλο των αλληλεπιδράσεων των προαναφερθέντων νοητικών κατασκευών έχει προταθεί και έχουν διαμορφωθεί υποθέσεις. Έλληνες εργαζόμενοι, μέλη της Generation Y έχουν ερωτηθεί μέσω ενός ερωτηματολογίου. Η ανάλυση των δεδομένων που συλλέχθηκαν απέδωσε μερικά ενδιαφέροντα αποτελέσματα. Στο τέλος, υπάρχει μια εκτίμηση του τι έχει πάει καλά και του τι έχει πάει στραβά στην προσπάθειά να δημιουργηθεί ένα σύνολο σχέσεων μεταξύ Perceived Overqualification, Antecedent Constructs, Outcomes και Moderators καθώς και ποιο θα πρέπει να είναι το επόμενο βήμα για την επόμενη σχετική μελέτη.

Λέξεις-κλειδιά: Overqualification, Perceived Overqualification, Generation Y, Στρατηγικό Μάνατζμεντ, Διαχείριση Ανθρώπινου Δυναμικού, Οργανωσιακή Συμπεριφορά, Μετανάστευση, Big Five, Ελλάδα, ναρκισσισμός, Ενδυνάμωση

Jel Κωδικοί: J22, J4, J630, M50, M51, M54

Table of Contents

| | |
|--|-----|
| Title Page | |
| Originality Statement | |
| 1 | |
| Dedication | 2 |
| Acknowledgements | 3 |
| Abstract | 4-5 |
| Table of Contents | 6 |
| Graphs/Figures/Tables | 7 |
| 1. Introduction | |
| 8 | |
| 1.1 Overview | 10 |
| 1.2 Strategic Management | 8 |
| 1.3 HRM/Organizational Studies | 10 |
| 1.4 Overqualification | 13 |
| 1.4.1 Introduction | 13 |
| 1.4.2 Perceived vis a vis Actual Overqualification | 13 |
| 1.4.3 Significance of Perceived Overqualification | 14 |
| 1.5 Perceived Cognitive Overqualification | 15 |
| 1.6 Narcissism | 16 |
| 1.7 Empowerment | 17 |
| 1.8 Withdrawal Behaviours | 18 |
| 1.9 The Big Five | 19 |
| 1.10 Intention to leave the country | 20 |
| 1.11 Gen Y | 21 |
| 1.11.1 Introduction | 21 |

| | |
|---|----|
| 1.11.2 Variation among generations | 22 |
| 1.11.3 The three largest populations classes | 23 |
| 1.11.4 The collective personality of Generation Y | 24 |
| 1.11.5 Key aspects of the Internet generation | 25 |
| 1.11.6 Generation Y can provide competitive advantages to businesses | 26 |
| 1.11.7 Administration, Recruitment and Retention of Gen Y talent | 27 |
| 1.11.8 How to motivate Generation Y | 28 |
| 1.11.9 Bonuses & Employee Reward Systems | 29 |
| 1.11.10 Why are Bonuses & the Offering of Recognition to Employees important? | 30 |
| 1.11.11 Differentiation between Financial and Non-Financial Rewards | 31 |
| 1.11.12 Do Rewards aid in the effort to motivate a firm's employees? | 31 |
| 1.11.13 Recapitulation | 32 |
| 1.12 Overqualification in Greece | 33 |
| 1.13 Aim and Hypotheses of the study | 36 |
| 1.13.1 Aim | 36 |
| 1.13.2 Hypotheses | 37 |
| 2. Methodology | 35 |
| 3. Results | 37 |
| 4. Conclusions/Future Research | 42 |
| 5. References | 43 |
| Appendix A (Figure showing the proposed Overqualification Model) | |
| Appendix B (English to Greek translation of questionnaire items) | |
| Appendix C (Questionnaire) | |

Tables

| | |
|---|----|
| Table 1. Correlations of POQ, PCOQ and Narcissism | 38 |
| Table 2. Correlations of POQ, Empowerment and Withdrawal Behaviours | 39 |
| Table 3. Correlations of Withdrawal Behaviours, the Big Five, Intention to Leave the Country and Reasons to Leave the Country | 40 |
| Table 4. ANOVA results with POQ as a dependent variable and PCOQ as an independent variable | 41 |
| Table 5. ANOVA results with Intention to Leave the Country as a dependent variable and Reasons to Leave the Country as an independent variable | 41 |

1. Introduction

1.1 Overview

The concept of Overqualification is important for the economy globally and has been studied extensively as far back as the early 1960's. Objective Overqualification is a concept related to being too educated for a job or too experienced for a job objectively, e.g. having too many years of formal education. This concept is related more to macroeconomics and is studied as such. However, in the early 1990's, a new concept appeared that has to do with how an

employee views his skills vis a vis the challenges his job has to offer; the new concept was perceived overqualification. Perceived Overqualification is linked to applied psychology and organisational behaviour and is examined by researchers so that, apart from the goal to generate and disseminate knowledge, results are produced that can be used by Strategic Planners and Human Resources staff. By translating research outcomes into practices, the human capital of an organisation is utilised more efficiently.

There is a surge worldwide of a mismatch between employee skills and job requirements, especially among employees who are under 30 years of age, which manifests itself in the appearance of feelings of Perceived Overqualification among the workforce, a high turnover rate for businesses and increased migration. In Greece, there is an increasing occurrence of the phenomenon of overqualification and it is of substance to examine aspects of young workers' perception of their job and how that might affect their behaviour, migratory intentions included.

In the following chapters, one will find a small overview of the domains of knowledge that will benefit the most from the results of this dissertation, strategic management and organisational studies/human resources management. Also, there will be an analysis of the concepts that are thought to interact in the way exhibited by the model presented in Appendix A and are relevant to the study of overqualification of young Greek employees. These concepts are: Perceived Overqualification, Perceived Cognitive Overqualification, Narcissism, Empowerment, Withdrawal Behaviours, Big Five, Intention to Leave the Country. Finally, there will be a presentation of the traits of the youngest cohort of the workforce and an overview of the issues that a young member of the Greek workforce has to deal with.

In addition to the theoretical work there is a presentation of research conducted as part of this dissertation, which is a questionnaire-based/primary-data-based statistical analysis. The original research that was conducted is presented here in three parts: Methods, Results and Conclusions/Future research. The Methods part deals with how the data were collected, as well as how they were analysed. The Results part deals with the presentation of the results and their interpretation. The Conclusions part sums up the outcomes of the research effort, mentions its shortcomings and provides insights for further research.

1.2 Strategic Management

Strategic management entails the following: the designation and wording of the major aims and actions undertaken by an organization's top cadre for the benefit of the shareholders; the above take into account the resources available as well as the competition faced internally and externally (Nag R. et al., 2007).

Strategic management is about providing the outfit with general directions and encompasses the laying out of the objectives of the organization, establishing policies and schemes made to attain these goals; resources need to be allocated for their implementation. Both scholars and

practitioners have promoted a number of models and fundamental principles that aid in the making of decisions within the context of complicated environments and constant loss and gain of competitive advantage (Pankaj G., 2002). The essence of strategic management as a discipline lies in its fluid nature; the models used are realized then checked by means of feedback loops so that a new updated version might occur (Hill C.W.L. and Gareth R.J., 2012; Lamb et al., 1984).

The three precepts that govern strategy are: attaining an exclusive and profitable position in the market, deciding what to lose and what to gain by making decisions on what to avoid and going for a seamless operation by putting company activities in line with the decided strategy (Porter M., 1996). An alternative definition of strategy is: a system of identifying, organizing and refining a rigid set of rules that make long term success possible on the condition that it is strictly adhered to (Kvint, V., 2009).

When it comes to corporate strategy, a single important question needs answering, the one that concerns the industry that the organization should compete in. When it comes to business strategy, the question this time changes to what way we will use when it comes to tackling the competition in the aimed industry (Chaffee E., 1985). Strategic management is not to be confused with operational management; operational management deals with improving efficiency and controlling costs within the constraints dictated by a company's strategic goals.

1.3 Organizational Studies/HRM

Important requisites for the creation and implementation of strategy for any modern organisation are, among others, the understanding and incorporation of the principles and contemporary research outcomes of organisational behaviour studies, as well as those of human resources management research.

Organisational behaviour (OB) can be determined as the field of study of human behaviour within organisations, the interplay between human behaviour and the organisation as well as the organisation on its own (Moorhead & Griffin, 1995).

According to Wagner and Hollenbeck (2010), OB can be analysed into three sub-levels. It consists of research on individuals belonging to organisations (micro-level), work groups (meso-level) and the behaviour of organisations (macro-level).

According to Barnard (1938) individuals behave in a different manner when they undertake an organizational role than when they act independently from the organization. Scientists that engage in OB research are interested in the behaviour of individuals within the bounds of organisational roles. One of the most important goals of OB is to aid in the evolution of organisational theory and the development of a better theoretical understanding of organisational life (Simms, Price & Ervin, 1994).

The roots of OB can be traced in many basic research fields like psychology, social psychology, sociology, anthropology, political sciences and economics. According to Miner (2006), it is arbitrary up to a degree to identify a narrow time period in which OB became a separate field of study; this could have occurred sometime in the 40s or 50s. Miner (2006) also adds that the division 14 of the American Psychological Association (APA) that has to do with industrial psychology did not change its name to Industrial and Organizational Psychology until 1970, something which took place long after OB had been acknowledged as a distinct scientific discipline; sociology has a similar history to OB. It is still debatable whether OB and organizational psychology are distinct sciences and what makes them distinct; there are widely recognized similarities and differences between them (Jex & Britt, 2008).

One of the functions, that are part of an organisation, is human resource management (HRM). HRM is aimed at maximising employee performance as an auxiliary to the attainment of an employer's strategic goals (Johnason, 2009). HRM deals with the administration of employees, with a concentration on policies and on systems (Collins and Wood, 2009). HRM entities in organisations are typically laden with the burden of various tasks which include employee benefits, employee recruitment design, training and development, performance assessment and the management of pay and benefit systems (Paauwe & Boon, 2009). HRM is a discipline that comprises industrial relations; the latter means that HRM professionals supervise the change of organisational practices to meet the new requirements that occur from collective bargaining and from the implementation of new legislation (Klerck, 2009). According to Wilson and Rosenfeld (1998), HRM's origins can be detected in the human relations movement of the first half of the 20th century; from the 1900's until 1950 researchers reported techniques that had the potential to enable the generation of business value via the strategic management of employed individuals. HRM was, in the beginning, dominated by the administration of transactions, such as payroll and benefits oversight; as a

result of a globalised economy, assimilation of smaller companies into larger conglomerates, novel technologies becoming available, the progress of related research, HRM nowadays has increased responsibilities which encompass mergers and acquisitions, talent management, succession planning, industrial and labour relations, diversity and inclusion (Tubey, Kipkemboi & Kurgat, 2015).

Smaller companies typically use a trained professional to perform HRM duties. Larger companies always dedicate a group of practitioners to HRM; within the function of the HRM group, there will be specialists charged with a specific task, e.g. the payroll, while the high level administrators belonging to the function will be part of the strategic decision-making process on all levels (Wilson & Rosenfeld, 1998). According to Wilson and Rosenfeld (1998), the training of professionals is organised by Universities, professional associations and companies through programmes which are established explicitly to prepare individuals for the requisites of HRM. Additionally, both academic and practicing professional institutions aim to evolve HRM science; this is found true when one checks for relevant publications. HRM-related research work is presented in publications that are related to sister fields of study like that of industrial/organizational psychology.

Because of globalisation, most outfits concentrate on the diminution of employee turnover and on the increase of talent retention and on the training and development of employees (Wilson & Rosenfeld, 1998). The focus is on the minimisation of the high cost and high risk that comes with a replacement of an experienced employee with a new one that might not be able to fulfill their duties. Additionally, HRM functions are tasked with the creation of enticing payment schemes that will be appealing to potential employees, thus increasing the hiring and retention of talented workers.

1.4 Overqualification

1.4.1 Introduction

The notion of overqualification entered the public eye in 1992, in that year the City of New London, Connecticut rejected a candidate as a policeman because he scored a mark on an intelligence assessment which was too high. A decision reached by the U.S. District Court of

Connecticut stated that there is a viable rationale for the hiring strategy in question and that it was not subjective and unreasonable; on those grounds, the decision was in favour of the state (Demonte & Arnold, 2000; Jordan v. City of New London & Harrigan, 1999). The decision made by the judge was that there exists no fundamental right that ensures employment as a policeman and taking steps to shorten the applicant list is a sensible aim in HRM. There was further reasoning by the judge that it is logical to try and decrease employee turnover as well as increase tenure of employees by searching for candidates with the most relevant qualification levels.

1.4.2 Perceived vis a vis Actual Overqualification

Many accept superabundant cognitive ability as the main underlying reason for the existence of overqualification (Fine & Nevo, 2008). However, overqualification is thought by some to be a much more composite notion better defined as having extra education, experience, abilities or other traits that might not be directly relevant to a job description (Lobene & Meade, 2010). Job performance of a person can be influenced by prior experience gained as well as acquired skills which can affect the level of qualification of an individual. There is a distinction between objective overqualification and perceived overqualification (POQ), with POQ encompassing how an individual understands him or herself in respect to the notion of objective overqualification applying on him (Fine, 2007). In the same published work by Fine (2007), the definition of POQ is given as the level of awareness possessed by an individual, or people around them, concerning whether they have more qualifications than needed to do a job or not. A similar definition is given by Johnson and Johnson (2002), who outline POQ as a result of the misalignment of job needs and employee skills. When there are a lot of aggravating factors, employees might end up feeling overqualified even when their relevance to their job is high.

Even though POQ is “in the eye of the beholder”, according to Maynard et al. (2006), POQ has more gravity than real, objective, measurements of overqualification for the prediction of withdrawal behaviours, since the state of the employee’s psychology affects behaviour more directly. Johnson et al. (2002) agree that POQ, antithetically to real overqualification, is deserving of further investigation because it is a useful and relevant way to discover how an employee interacts with his or her workplace. The concept of POQ has been under-researched

and more future investigation into its origins and impact in the work environment is needed (Fine & Nevo, 2008).

1.4.3 Significance of Perceived Overqualification

Review of the person-job fit related scholarly publications indicates that the stronger the match between the jobholder and his or her environment, the better the work outcomes; these include augmented satisfaction and performance (Caldwell & O'Reilly, 1990; Muchinsky & Monahan, 1987; Werbel & Gilliland, 1999), in addition to motivation and retention (Muchinsky & Monahan, 1987; Werbel & Gilliland, 1999). In order for POQ not to appear, the match between job needs and worker skills needs to be high. Each worker can add maximum value to an employing organisation when there is perfect alignment between what he offers and what the job requirements are. When an individual is either overqualified or underqualified, it is likely that he will become over-challenged or under-challenged respectively. High job satisfaction is a likely outcome of high qualification fit, something the employee benefits from (Fine & Nevo, 2008). Qualification fit is also connected to the sense of commitment to the organization and lower intention to leave (Maynard et al., 2006), something the outfit benefits from (Brkich, Jeffs & Carless, 2002). There are two counterposed ways of decision-making when it comes to selecting the right personnel for a job. Fine and Nevo (2008) state that, nowadays, some employers make an effort to not hire overqualified individuals, while it is known that some others hire overqualified workers with the intent of promoting them in the future (Bills, 1992). There is on-going debate on the question of which is the better method of the two.

A relatively new piece of research published in the *Journal of Applied Psychology* presented finds that point to a positive role for POQ when there is mitigation by job empowerment (Erdogan & Bauer, 2009). What is empowerment? It can be described as the employee being in control of the way work is done; extra authority comes attached to being held responsible for work results (Hardy & Leiba-O'Sullivan, 1998; Hechanova-Alampay & Beehr, 2001). The Erdogan and Bauer (2009) study had 244 Turkish retail associates complete a survey and retrieved data related to objective performance. The outcomes of the study showed that empowerment alleviated the adverse effects of POQ on job satisfaction, intention to leave and actual turnover. One of the main developments that came about through their study is the positive correlation between POQ and objective performance. The findings of the study

pinpoint a positive correlation between POQ and performance; the higher the POQ the higher the performance.

Erdogan and Bauer (2009) stated that in antithesis to the fact that employees that have a higher POQ score have a higher tendency to leave the outfit, they have the capacity to contribute greatly to their organisations and the potential for the latter negates the damaging factor of briefer tenure within the organisation. The authors propose that when it comes to the needs of strategic job design, research in the future should try to determine whether additional work dimensions might affect the possibility that individuals experience POQ. A study conducted the next year by Lobene and Meade (2010) explored the interaction between POQ and new work dimensions, as well as how different groups of individuals interact with the construct of POQ. Lobene and Meade (2010) found that narcissists are more prone to experiencing higher levels of POQ, POQ is influenced by situational factors and it is more of a transient state rather than a stable trait.

1.5 PCOQ

In theory, perceived cognitive overqualification (PCOQ) is expected to resemble established measures of overqualification, since they are all based in the concept of relative deprivation. Arguably, PCOQ could also be predicted to assume its own characteristics, as it can be considered a more direct measure of an absence of mental challenge, as perceived by an individual, than established measures of overqualification. Generally speaking, individuals whose job does not challenge their minds much are, according to experts, going to be uninspired and disinterested in their job and displeased as a result (Herzberg, 1966). In fact, insufficient challenge while working has been found to have a relationship with boredom and job dissatisfaction in empirical studies (Quinn and Mandilovitch, 1975; Burke, 1998), and mental ability has been documented to have a negative relationship with job satisfaction when the requirements of the job are low (Ganzach, 1998). Fine and Nevo (2008) found that there is an inverse correlation between PCOQ and job satisfaction. An analogous relationship was found for POQ as well. PCOQ's relationship was stronger, something which can be explained by its higher theoretical proximity to the measurement of low mental challenge. Additionally, PCOQ and POQ are two constructs that, due to theoretical proximity, were found to be correlated.

The classic Yerkes-Dodson law (1908) can explain the effect of overqualification on job performance; there is an inverted U-shaped relationship between arousal and performance, which means that when the challenge is too low or too high, there is a drop in performance (Yerkes & Dodson, 1908). By applying this theory Fine and Nevo (2008) found that PCOQ has a negative relationship with job performance. They hypothesised that since cognitively overqualified individuals do not get challenged at work, the reward they get might not be enough to motivate them to perform better. The negative relationship between PCOQ and performance at work is supported by published research which indicates that unchallenging tasks are negatively related to job performance (Berlew & Hall, 1966; Kaufman, 1974). According to Fine and Nevo (2008), this is expected to be observed in a consistent manner regardless of the method used to assess performance, including self-reported measures, training scenarios and supervisor ratings.

As a final note, Fine and Nevo (2008) found that there was no correlation between age or sex and PCOQ. This is backed by literature that has shown that there is no significant difference between men and women when it comes to general cognitive ability and that in most of adulthood general cognitive ability tends to be stable (Sternberg, 2000). POQ, however, is predicted to have a different relationship with women as they are discriminated against when it comes to getting jobs, so they are bound to get jobs that are not on par with their qualifications more often than men (Feldman 1996; Groot and van den Brink 2000).

1.6 Narcissism

Narcissism is a trait that encompasses an excessive sense of self-importance construed by fantasies of boundless success, entitlement, arrogance and an absence of empathy (Judge, LePine & Rich, 2006). Highly narcissistic individuals tend to ignore criticism, like to get feedback and they have the tendency to ignore negative criticism (Atlas & Them, 2008). Narcissists, additionally, have been associated with exaggerated self-assessments of leadership; narcissists, at the same time, will get their leadership badly rated by others (Judge et al., 2006). Narcissist employees also tend to consider themselves less deviant in the workplace, something with which their supervisors tend to disagree when asked (Judge et al., 2006). According to Brown (1996), narcissism is highly correlated to destructive patterns in the workplace. Destructive patterns include having a penchant for excessive control, being

overly critical of others, as well as tending to overreact to what they understand as criticism, lowering the value of other people's input and shifting the blame to others. Lobene and Meade (2010) found that the more narcissistic people are, the higher the tendency to consider themselves overqualified for their job will be.

1.7 Empowerment

The sense of deprivation which afflicts employees who experience overqualification is thought to be diminished by the traits of the work environment, which caters for a more autonomous state of the employee while signaling to employees that they are needed and appreciated in their work environment. It is for this reason that Erdogan and Bauer (2009) chose to test empowerment as a moderator of the relationship between perceived overqualification and job satisfaction. Empowerment has been linked to positive attitudes and behaviours (Ahearne, Mathieu & Rapp, 2005; Kark, Shamir & Chen, 2003; Liden, Wayne, & Sparrowe, 2000); concepts that are links to empowerment have been tested as moderators of perceived overqualification in past years. To present an example, Ritti (1970) suggested that providing engineers full responsibility for accounts they dealt with and making sure they are directly accountable for results could diminish the effects that come from overqualification. Another example is the work of Khan and Morrow (1991) in which it was maintained that job enrichment could be a solution for dealing with perceived overqualification. Battu, Belfield and Sloane (2000) are of the opinion that employers should allow employees to show initiative so that morale is not affected so negatively by overqualification. Indirect evidence for Erdogan and Bauer's (2009) assertion show that perceived control over the situation is a suitable means to tackle feelings of relative deprivation (Abrams, Hinkle & Tomlins, 1999). Because of empowerment, employees get the feeling that they can have an effect on work outcomes, that they have the competence to achieve their goals, and that they impact their workplace (Spreitzer, 1995; Spreitzer, 1996). Empowerment sends the signal that the outfit relies on their judgement and skills (Chen & Aryee, 2007; Eisenberger, Rhoades, & Cameron, 1999; Rhoades & Eisenberger, 2002), which has the potential to confer perceived high status to employees within the organisation. In this manner, the negative relationship between POQ and job satisfaction is expected to be diminished for highly empowered individuals.

Erdogan and Bauer (2009) also found that empowerment alleviates the effects of POQ on withdrawal behaviours through a mechanism that involves relative status deprivation and providing relief to the discomfort that relative status deprivation brings through the conveyance of the message that they are valuable and trusted members of the organisation. Erdogan and Bauer (2009) also found that empowerment is a moderator of the relationship between overqualification and job performance. The relationship between POQ and job performance is considered positive by most (Fine & Nevo, 2008; Holtom et al., 2002; Erdogan & Bauer, 2009) and negative by some (Bolino & Feldman, 2000). Erdogan and Bauer (2009) found that this positive relationship becomes sharper when the employees feel empowered. In other words, individuals who feel overqualified have the potential to achieve higher levels of performance through empowerment.

1.8 Withdrawal Behaviours

Research has explored the effect of perceived organisational support, such is the case with Eder & Eisenberger (2008), and organisational identification, one such article is that of van Knippenberg, van Dick & Tavares (2007), on withdrawal behaviours. A study by Lobene and Meade (2010) investigated the potential influence of POQ on employee withdrawal. That study was an effort to make improvements on previous work by Fine and Nevo (2008) by focusing on the withdrawal behaviours that stem from dissatisfaction. Voluntary employee withdrawal has to do with slacking, coming in for work late, being absent from work without proper justification or warning and eventually leaving work (Sagie et al., 2002). Problems associated with withdrawal behaviours are unfinished work, unmet commitments and reduced profitability (Sagie et al., 2002). Employee turnover is the most expensive form of withdrawal; this outcome can spring from a badly selected employee (McCulloch & Turban, 2007; Sagie et al., 2002; Zimmerman, 2008).

A progressive model has been proposed by Sagie et al. (2002) which conceptualizes withdrawal behaviour as an ordered progression from psychological withdrawal to turnover. The first step is psychological withdrawal, which includes negative job attitudes and feelings, then comes the second step of withholding effort. The second step is defined by the worker's tendency not to devote much effort to getting things done at work, even if they are physically present. The second step is the first observable form of withdrawal behaviours. The third step

is arriving late which then escalates to being absent from the workplace, with the final stage being turnover. Previous models had not included influences of each stage of withdrawal on one another, but the model by Sagie et al. (2002) allows for the coexistence of stages and the existence of concurrent effects among the stages. The model showed that all withdrawal forms are indispensable to the chain with job dissatisfaction coming first and stress (psychological withdrawal) following and both, typically, preceding tardiness and absenteeism (behavioural withdrawal). Withdrawal behaviours can influence job attitudes, as it happens when a lack of effort attracts negative comments from coworkers; such an interaction could seriously affect an individual's job attitude. A progressive course going from least to most severe form of withdrawal is prescribed by the model, but this order is not necessary for the manifestation of the effects.

Lobene and Meade (2010) adapted, in their study, the behavioural withdrawal concepts given by Sagie et al. (2002) so that truancy, absenteeism and turnover intentions were included. In that newer study truancy was evaluated instead of tardiness because truancy includes leaving early and arriving late. The inclusion of truancy was used in order to have a more informed understanding of when the employee is not at work. Lobene and Meade (2010) used the absence from work construct in their model, as per the Sagie et al. (2002) model. Another change effected in Lobene and Meade's (2010) model was that turnover intentions were investigated instead of actual turnover. It has been found that POQ is predictive of turnover intentions (Maynard et al., 2006). Maynard et al. (2006) gave the definition of turnover intentions as the extent of an employee's plans to leave an outfit or a job. Researchers tend to measure intentions more often than actual turnover because they can discover important information about a person's plans and expectations (Mobley, 1977). Moreover, turnover intentions are strongly predictive of turnover (Mobley, 1977; Zimmerman, 2008) and the two concepts have correlations to performance and tenure, among other variables, which are quite similar (Carless, Fewings-Hall, Hall, Hemsworth, & Coleman, 2007). Using all this information we come to the conclusion that by including turnover intentions in their study, as well as truancy and absenteeism, Lobene and Meade (2010) formed a model that they could use to describe the process of one separating from the workplace while one is still associating with it.

1.9 Big Five

Important research carried out on the structure of personality traits (Goldberg, 1993; John, 1990; Saucier & Goldberg, 1996) has found that a five-factor structure, dubbed Big Five (Goldberg, 1981), can account for much of the variance in personality trait ratings. After the first seminal works, the Big Five have been investigated by many researchers in many ways, providing ample data sources, samples, and instruments (see Goldberg, 1993; McCrae & John, 1992) to the scientific community. The Big Five dimensions have theoretical connections with important life outcomes, such as performance at work and at school (Barrick & Mount, 1991; John, Caspi, Robins, Moffitt, & Stouthamer-Loeber, 1994), well-being (Costa & McCrae, 1980), delinquency (John et al., 1994), and aspects of psychopathology (Widiger & Trull, 1992). The Big Five structure does not suggest that personality differences can be reduced to only five characteristics. The Big Five dimensions are, basically, representative of personality at the broadest level of abstraction, and per dimension there are many individual, more specialised personality traits (Costa & McCrae, 1995; John, 1990).

The Big Five are Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness. In the article by Martinez and John (1998), the dimensions mentioned above are further analysed. Extraversion is a broad abstraction of characteristics that have to do with activity and energy, dominance, sociability, expressiveness, and positive feelings.

Agreeableness counterposes prosocial orientation to others that are geared towards antagonism and encompasses characteristics such as altruism, tender-mindedness, trust, and modesty. Conscientiousness has to do with socially prescribed control impulses that are behind task- and goal- oriented behaviours. Neuroticism counterposes emotional stability to a broad range of negative sentiments, such as anxiety, sadness, irritability, and nervous tension. Openness has to do with the breadth, depth, and complexity of an individual's state of mind and his or her way of experiencing life.

Even though it is popular, the Big Five structure is not without its flaws. Its most stalwart backers understand that it has limitations (see Benet & Waller, 1995; Benet-Martinez, 1997; Block, 1995; John & Robins, 1993; John & Robins, 1994; McAdams, 1992). Among the problems that can be identified are: discrepancies as to how researchers define the lower

more detailed levels of the structure and there is a good chance not all basic dimensions of personality have been described (McCrae and John, 1992). Some research articles have shown that recent factor analyses pinpoint the existence of two new highly discreet and useful dimensions; they could be added to the Big five (Almagor, Tellegen, & Waller, 1995; Benet-Martinez & Waller, 1997).

1.10 Intention to leave the country

The neoclassical model is usually used by scientists to find the roots of migration. The neoclassical model states that migration occurs when there are geographical differences in work demand and supply; inhabitants of a low income country opt to migrate to a high income country in hopes of earning a higher income (Sotelo & Gimeno, 2003; Massey, Arango, Hugo, Kouaouci, Pellegrino & Taylor, 1993). Additionally, Sotelo & Gimeno (2003) state that most migrants that live in developed countries originate from “middle-of-the-way economies” rather than the “bottom of the barrel”. Boneva & Frieze (2001) also argue that some studies do not manage to discover a direct and clear relationship between leaving the country of origin and economic conditions of a country. About 75% of migration is covered by economic, social and political factors, and the other 25% is quite possibly linked to reasons that are particular to each person (Justman, Levy & Gabriel, 1988).

What if the people that move abroad or decide to move abroad have certain personality characteristics? It is not enough to base migration solely on economic reasons as this approach does not take into account the disparities in migration volumes in countries of equal development as well as why some people decide to stay in their country while others decide to leave their country (Paulauskait et al., 2010). There is a deeper connection between migration and culture which manifests in how individuals are motivated to view migration. It is fair to call migration a social problem with varied effects, such as erosion of national identity, but it is, ultimately, the individual that decides to migrate or not. For that reason, explanations offered that regard immigration, need to incorporate, aside from social, cultural, economic and political variables, the variable of the individual who makes the decision to migrate or not (Paulauskait et al., 2010). However, studies that focus on the level of the

individual tend to limit themselves to socio-demographic variables like gender, age, education level, profession, marital status and place of residence (Glytsos, 1999; Arrehag, Sjorberg & Sjoblom, 2006). Even though there is a large body of research that focuses on the macroeconomy and policy aspect of the system of interactions that produces, as a result, an ever-increasing number of migrants, there is little research that investigates the personal factors, the psychological traits, that affect migratory behaviour (Paulauskait et al., 2010). Still, contemporary academic literature has tested hypotheses that have to do with the connection between migration and suicidal behaviour (Kwan & Ip, 2007), psychosocial stress, helplessness, negative life events, perceived lower social support (Dalgard, Thapa, Haus, McCubbin & Syed, 2006), subjective evaluation of one's health (Kirkcaldy, Siefen, Wittig, Schuller, Brahler & Merbach, 2005), capability to maintain close interpersonal relationships, achievement and leadership motivation (van Ecke, Chope & Emmelkamp, 2005) and being motivated by work and family values (Boneva & Frieze, 2001).

Boneva and Frieze (2001) support that factors that are tied to the environment of the individual, such as the bad state of the economy of the country of origin or an existing network of support in the receiving country, lead to the circumstances that incite individuals to want to leave; the will to do so comes from the personality of the people that ultimately make the decision. The interplay between an individual's dispositional motives and values and whether they tend to migrate or not has been studied (Boneva & Frieze, 2001). This study by Boneva and Frieze (2001) has found a statistically significant correlation between intentions to migrate and achievement and power motivation in a cohort of students in countries in Eastern Europe; the higher the achievement and power motivation was, the higher the tendency to leave the country.

van Ecke, Chope & Emmelkamp (2005) performed a study that aimed to investigate the possibility that being a migrant were more dependent upon any particular attachment style than being a non-migrant in the U.S.. It was confirmed by the results that unresolved attachment style and being an immigrant were correlated in a statistically significant manner. The conclusion from the same study is that migration is a traumatic experience. The results of the study could also be explained by tying the actual choice of migration to an unresolved attachment style (Paulauskait et al., 2010).

Even though not many pieces of published research (Boneva, Frieze, Ferligoj, Jarsova, Pauknerova & Orgocka, 1997; Boneva et al., 1998; Boneva & Frieze, 2001; van Ecke et al.,

2005) exist that investigate the connection between personal reasons and intention to migrate, there is plenty of research in the domain of personality psychology; this research pinpoints several putative interactions concerning personality characteristics that could be factors that affect the tendency to migrate (Paulauskait et al., 2010). Paulauskait et al. (2010) investigated the effect of the Big Five on the inclination to migrate in a sample of Lithuanian students and discovered that certain traits do correlate with intention to migrate. The results of the study exhibit a higher tendency for open-minded, dynamic extroverts to leave or want to leave the country, than those who are neurotic, dutiful and introverted.

1.11 Generation Y

1.11.1 Introduction

Competent HRM is critical for the survival and retention of the competitive edge of organizations that are part of the contemporary antagonistic global environment. Nowadays, organizations think that their employees are their most important resource and endeavour to utilize the talent available to them in an effective manner (Hegar, 2011). Additionally, different generations of employees bring different expectations and values to the workplace, collected throughout their lives, changing the overall picture of the ethics of the workforce (Henry, 2006).

A new reality emerges that dictates the coexistence and collaboration of up to 4 different generations in today's work environment (Bell, 2008). It is thought that this phenomenon arises from the fact that people live longer and work beyond their retirement age. The fact of the matter is that HRM is bound to change their functions to accommodate the needs of the pluralistic workplace of the future (Hankin, 2005).

The strongest economies in the EU are dependent upon the three most important pylons of a developed economy, which are business services, wholesale and manufacturing. For example, in the UK they are the three largest sectors when the measure of the share of GDP is utilized (Department for Business Innovation & Skills, 2010). The manufacturing sector employs 9.8% of the overall workforce in the UK (Hatto, 2011). Intergenerational interactions will shape the future of those sectors around the world and eventually the global economic system

as a whole, the new makeup of the workforce will cause ripples that will start from the internal environment of organizations and will go on affecting the economic system, at a smaller and a larger scale, as well as government policies and transnational interactions. There is a growing body of research on the phenomenon from all around the world which investigates different aspects of the working population such as demographics, psychographics, etc. Due to shared experiences that are unique per generational group, each generation comes with its own special attributes, when the time comes to enter the workforce, that are worth studying (Hewitt et al., 2012).

Knowledge of the idiosyncratic tendencies of each generation allows managers to comprehend the needs of the employees, their thoughts and what suitable motivation would be (Buhler, 2006). Comprehension of the workforce's traits as a way to motivate them is acknowledged as a sound strategy by many scholars, such as Hankin (2005) and Bell (2008). Especially when it comes to the success of a business the push to understand human characteristics, changes in attitudes and behaviours, social trends and generation rotation is paramount (McCrindle Research, n.d.). There is very little opposition to the idea that employees who are motivated are more creative and productive than the ones who are not. Motivated employees struggle to pile up extra value for a given organization (Lunsford, 2011).

1.11.2 Variation among generations

Many scholars have comprehensively researched the differences among generations and that is specifically true of the generations characterized habitually as the Silent Generation, Baby Boom Generation, Generation X and Generation Y or the Millennial generation. For business executives this diversity of characteristics is important because each generation, in the corporate sector, needs a separate approach when it comes to training and work (Reeves & Oh, 2007). A definition of a generation is: a population cohort whose members have specific attributes such as being born close to each other chronologically, similar age, living in similar parts of the world and having gone through matching life events at critical periods of their development (Kupperschmidt, 2000; Barford & Hester, 2011). Through research, two important aspects (Barford & Hester, 2011) of each generation are distinguished. The first of the two aforementioned traits is the birth rate and the second is powerful life events (Crumpacker & Crumpacker, 2007; Kupperschmidt 2000; Smola & Sutton, 2002; Cennamo

& Gardner, 2008; Sayers, 2007). Birth rate and important life events define the Veteran (also Silent or Traditionalist) generation as the group of people that were born between 1920 and 1945. They are the eldest in today's workforce (Rowe, 2010). The Veterans were mostly affected by the Great Depression of the Interwar period (Buhler, 2006). A number of researchers consider the "baby boomers" as the eldest generation in the workforce (Egri & Ralston, 2004; Smola & Sutton, 2002; Westerman & Yamumra, 2007; Dries et al., 2008; Crumpacker & Crumpacker, 2007; Hubbard & Singh, 2009); "baby boomers" were born between the years 1946 and 1964 and are marked by occurrences such as the social revolution of the 1960s, shootings of JFK and Martin Luther King Jr., etc. [Cited in Barford & Hester (2011)]. Another group, Generation X, contains people born from 1965 until 1976; they were shaped by the dot-com boom. The youngest cohort is known as Generation Y, the lower limit for "entrance" in this group is being born as early as in 1978 and the upper limit is as late as 2002 (Tolbize, 2008).

1.11.3 The three largest population classes

Baby boomers were born after the beginning of the war and their birth date is sometime between 1943 and 1960 (Calvert, 2010). Baby boomers were raised in times when circumstances were much more difficult than today's and they believe in getting and keeping one job until one retires. They also do not have any issues with manual labour. Boomers were educated in an environment that taught them to respect authority figures (Tolbize, 2008).

According to the U.S. Census Bureau, Generation-X encompasses those people who were born between 1968 and 1979. In some cases, though, the upper limit to be considered a Gen-Xer is as high as 1982 and the lower as low as 1963 (Tolbize, 2008). Generation-X grew up with both parents working (Barford & Hester, 2011). Gen-Xers experienced social insecurity, a quickly evolving environment and a lack of firm conventions and traditions (Smola and Sutton, 2002 as cited in Barford & Hester, 2011). One thing that is credited to them is the inception of the trend of the employees keeping their distance from their workplaces, showing mistrust towards companies.

Most important sources place Generation Y between 1980 and 2000, a fact which makes Gen - Yers the newcomers of the workforce (Barford & Hester, 2011).

1.11.4 The collective personality of Generation Y

Tulgan & Martin (2001) clearly state that, first of all, Gen - Yers are people with idiosyncratic tenacity, optimistic and self-confident. Further, this new generation of employees has the most education and is more amenable to new learning experiences. Next, Generation Y is, more than any other generation, for solving all problems through clear public dialogue and against discrimination of any kind at global scale. Finally, Gen - Yers are at the forefront of advocating volunteering as a way to contribute to society. Tulgan & Martin (2001) also add that the new generation of workers has life-work balance in the list of priorities. That is because the members of the new generation of working people have matured in a family environment where they were highly looked after and closely tutored while, at the same time, they got profusely rewarded. As a result, Gen - Yers are reluctant to make sacrifices as fresh employees of an organization so that, maybe, they can reap the benefits later on in the course of their careers.

1.11.5 Key aspects of the Internet generation

The so-called “Facebook generation” has by far the highest level of formal education and amassed qualifications than any other generation and at the same time they hunger for continuous change and new challenges which, when combined with their ability and will to manage a constant and high influx of information, can lead to a high contribution to the innovative processes of their organization and to the augmentation of the output of the organization (Sheahan, 2005).

As a down-to-earth generation the Millennials only concern themselves with input which is pertinent to their own pursuits. Because of their unidealistic temper, Gen - Yers pose a serious challenge to managers and HR professionals. The Internet Generation will not budge until their superiors explain the reasoning behind each and every single thing the youngsters are asked to do (Sheahan, 2005).

The youngest of the working generations are forced to be entrepreneurial as they are facing a highly competitive environment. Because of high creativity, innovative spirit and resourcefulness they are inclined to spot any opportunity as soon as it arises and that generates good and bad effects for business (Sheahan, 2005).

The newcomers of the workforce are very open-minded and accepting. They support diverse environments and do not tend to indulge racist ideas. They are also friendly to the ideas that

have to do with environment conservation and protection. Added to the former are their developed social skills and their affinity for social networking (Sheahan, 2005).

1.11.6 Generation Y can provide competitive advantages to businesses

According to Dorsey (2009), the newest generation of employees can be beneficial to the enterprises that hire them. First of all, it has been found that when a firm is downsizing, younger employees have a lower tendency to “abandon ship”. In addition, research has shown Gen - Yers to be the cheapest to engage, particularly when the bonuses derived from their employment come into play. After all, they offer many new skills and groundbreaking ideas which could, potentially, aid the organization surpass a difficult obstacle. Finally, there is much to be gained from the acceptance that, nowadays, there are four generations cohabiting the workplace and changing it in a way that bridges generation gaps and embraces the newest members of the workforce; such change could bring about a reduction in operation costs.

1.11.7 Administration, Recruitment and Retention of Gen Y talent

Volkert (2012) after examining employees from a behavioural aspect opines that it is not possible to use an existing reliable heuristic that predicts the optimal circumstances that lead to the retention of the best talent tapped from the Gen Y pool of employees. As the people designated “Millennials” differ considerably from previous generations, managers and HR staff cannot treat them in the same way they treat older employees and expect to get maximum performance from those newly hired Gen-Yers. Espinoza et al. (2010) say that the Millennials’ top priority, when it comes to their attitudes towards work and what they want from their employer, is work-life balance and, ultimately, doing meaningful work.

Globally, there have been many layoffs in major industries. However, there is a shortage of talent within big firms and it has been shown that there is a trend of increased hiring efforts on their part which intensifies on a yearly basis (Deloitte, n.d.). As more and more young people are hired, new game changing issues will gradually arise (Tice, 2010). In industrialised countries major players in important parts of their economy seek not to remain behind by engaging in antiquated practices. These big players have started employing numerous elaborate models that potentially hold a solution for the problem that has to do with

bridging the gap between generations; a problem which is big enough to take away from any future predicted growth of all major pillars of any Western world economy (Tulgan, 2009). Tulgan (2009) outlines the strategies that are effective in managing Gen - Yers. The first strategy consists of advertising the job by conveying the appropriate message. The second strategy has to do with quickly bringing them up-to-date with the particulars of the job and placing them in a post where there is need of ingesting and relaying copious amounts of information. The third strategy can be summarized as “running a tight ship”. The fourth strategy relies upon aiding them in comprehending their place in the organization and allowing them to see how they fit in the grand scheme of things. The fifth strategy can be summed up in one sentence; Millennials need to understand that extraordinary customer service is something they should have as a priority. The sixth strategy is reliant on the fact that it is of the utmost importance that administrators teach Millennials how to manage themselves. The seventh strategy hinges on the notion of management instructing newcomers on how to be receptive to, and making the most out of, what their superiors ask of them. The eighth strategy necessitates the retention of whom managers consider the best talent. The ninth strategy boils down to the fact that it is imperative to start preparing the new generation of leaders.

1.11.8 How to motivate Generation Y

According to Armstrong (2008) motivation is defined as the manipulation of factors that have such an impact on people that they behave in a certain way. When it comes to the application of strategies that aim to motivate the newcomers, an intelligent plan must come into play. A look at the literature available can provide insights as far as motivational strategies of the youngest cohort of employees are concerned. An outline will be provided in the next paragraph using the work of Cran (2010) as a source for the guidelines.

First of all, Gen - Yers require an amiable workplace to be motivated; managers ought to treat them in a friendly manner so that the “newbies” feel good around a manager. Second, the newest entrants to the workforce are team-workers; they love participating in group activities and it does not matter whether they are team assignments or going out to watch a show or a match. Third, Gen - Yers want to participate in activities of a philanthropic nature. Fourth, this new brand of employees is uplifted by taking part in actions that aim to protect the environment.

Baldonado (2008) sees things differently; he suggests that there are four theories of motivation that can be utilized to extrapolate solutions when it comes to motivating Millennials. The aforementioned theories are: Maslow's Hierarchy of Needs, Herzberg's Motivator-Hygiene theory, Vroom's Expectancy theory and the Hackman-Oldham Model.

1.11.9 Bonuses & Employee Rewards Systems

According to Armstrong (2008), the rewards system is defined as a system which consists of straightforward policies, practices and procedures which are established and handled as a whole. A comprehensive system stems from the policies of rewards management which propose rules for empowerment strategies and the decision making that is relevant to rewards management.

1.11.10 Why are Bonuses & the Offering of Recognition to Employees important?

Employers admire the outstanding performance of some employees and want to reward them through a rewards system that is besides their basic remuneration. The putative gain from such a system is that the workers of the company will contribute more and cooperate actively as a sense of being valued by the firm arises (Armstrong, 2008). The application of a rewards system is one of the factors that managers can alter to bring about changes in the behaviour of their employees; those factors are determined by four general theories on the motivation of people (Warren, 2002). Robbins (2003) gives a description of methods of recognition, such as specific attention, expressing interest, approval and appreciation for excellent performance in the place of work. He continues by stating that as the modern business environment is highly competitive, many organizations are under pressure to cut costs; recognition programs are therefore a better fit for the needs of said organizations.

Employee involvement is one more way to help workers be motivated on the job. According to Robbins (2003) employee involvement is a cooperative process that makes use of all of the employees with the intention of increasing commitment to the organization's success. Certain schemes that are part of the group of employee involvement schemes are Participative Management, Representative Participation, Quality Circles, Employee Stock Ownership plans, etc.

IPSOS MORI [cited in Rose (2011)] ran a survey on what kind of attitudes Millennials have, which was featured in Personnel Today on September 2008. The IPSOS MORI study showed

that the three most important job factors are: holiday entitlement 87%, recognition for good work 86% and salary/bonus 85 %. The results of the study demonstrate the gravity of the rewards and recognition systems as far as the motivation of employees is concerned.

1.11.11 Differentiation between Financial and Non-Financial Rewards

Financial incentives are mostly rewards of a monetary nature and are essentially: basic pay, contingent pay and benefits such as pension schemes (Armstrong, 2008). Most of the motivation of employees is achieved by providing financial incentives on top of the basic pay. Employees can be motivated by other means as well. Non-financial incentives exist, like giving the employees the possibility to attain goals, recognizing and appreciating their effort by giving praise and applause, by giving more responsibility, etc.

1.11.12 Do Rewards aid in the effort to motivate a firm's employees?

There are two particular sets of rewards: intrinsic and extrinsic rewards. Extrinsic rewards are provided by the employer and they include basic pay, fringe benefits and working conditions (Bowditch & Buono, 1982). They are important in attracting and retaining employees (Armstrong, 2008). Intrinsic rewards are effectively in one's mind and those could be the sense of enjoyment or satisfaction (Warren, 2002) and are immaterial. Examples of intrinsic rewards are growth on job, esteem. etc. (Bowditch & Buono, 1982).

Depending on what the job is, the internal and external environment of the company, etc., the necessary reward systems are applied. An example would be that if a job is intrinsically rewarding, it will probably be of no extra value to add surplus financial incentives (Bowditch & Buono, 1982). Managers ought to take into account that certain rewards fit certain employees depending on the level of their motivation.

1.11.13 Recapitulation

The way an employee will act within the bounds of an organization is reliant upon how the organization behaves towards him and in what generation he belongs. When all of the above are recognized, proper steps can be taken to increase the motivation of the workers.

1.12 Overqualification in Greece

Overqualification/Overqualified are terms which are translated as “υπερβολική επάρκεια” / “υπερβολικά επαρκής” respectively in Greek. A sentence which has been familiar to Greek job seekers, for some time now, is the following: You are overqualified for this job, we wish you the best. There are many sources on the effects of the economic crisis, in combination with the phenomenon of actual overqualification, on the workforce of Greece. The vast majority of the relevant contemporary academic literature deals with the macroeconomic and policy planning side of the mismatch between employees’ capabilities and job requirements, through measurements of actual overqualification. The other question pursued is about how this mismatch could enhance migratory tendencies amidst the chaos of the recession. It is useful to examine this literature to gain an understanding of what is known about the overqualification of the Greek workforce. It should be added that published research that focuses on POQ in a sample of Greek individuals, as well as the factors that lead to migration at the level of the individual, is very limited, especially when one focuses on Gen Y employees.

First of all, the McKinsey Institute (2012) has stated that even though there is, globally, higher demand for low-skilled employees than supply, this demand for low-skilled workers does not absorb the people that are, at any given moment, out of a job. More specifically, in Greece one can find the best example to showcase this global issue. Greece has the most overqualified workforce in the European Union (EU); the percentage of overqualified people is 26% (Petrakis, 2014). Just as it is high nearly everywhere in the world, unemployment in Greece is extremely high and overqualification is a contributing factor. One of the most important causes of the intensification of the overqualification phenomenon is the introverted orientation of the educational system in Greece, which is cut off from the labour market (Petrakis, 2014).

Furthermore, by using the ratio of the number of unemployed individuals who remain without a job to the number of those who find employment in Greece, also called the offer-demand ratio, to compare the first quarter of 2012 to that of 2011, one can draw conclusions about the mismatch between workforce supply and demand in Greece during that period of time (Petrakis, 2014). In 2011, there were 14 unemployed people for every one individual that found a job while in 2012, there were 28 unemployed individuals for every one person that got a job (European Commission, 2012a); one can easily find that the Greek labour market has crashed under the weight of ever-growing supply and ever-failing demand. Concurrently,

one out of four employers in Greece needs personnel for their business that he or she cannot find because the candidates available do not have the right skills; this problem is even more intense in the group of those aged up to 24 years of age (European Commission, 2013a).

To continue, by looking at the numbers that concern the Greek educational system one can build a greater comprehension of the roots of the problem of the mismatch between worker skills and job requirements. There is a higher percentage of Greeks that are educated to primary school level than the average of the EU, while there is a lower percentage of Greeks that are educated at the high school level than the EU average (European Commission, 2013b). Greece ranked forty-second in the educational assessment test of OECD's Program for International Student Assessment (PISA) 2012, which was 17 places lower than the place Greece got in the 2011 assessment (OECD, 2012). Also, Greece has a percentage of graduates from tertiary education institutions who are above the age of 25, which is lower than the EU average (OECD, 2013). When it comes to being employed as a graduate of a tertiary education institution aged 25-39 in Greece, the percentage of employed people is 71.2% which is the lowest in the EU (OECD, 2013). Greece, also, ranks second to last in terms of adoption of best practices by Greek Universities in the EU; this is best exemplified by the fact that the average liaison office in the EU has around 12 employees while the liaison office of the University of Athens employs less than three people (European Commission, 2013b). Another problem within Greek academia is the way patents are managed. Due to the lack of a proper institutional framework that would allow for management of research results within the University, as well as the attached tax burden, approximately one third of all the patents generated by Greek Universities are transferred to third parties as opposed to a EU average of 4-5% (European Commission, 2013b). By not being able to manage their own patents, Universities end up losing a lot of potential income. To conclude with the education part of why the labour market does not work, Greece had a public expenditure for education percentage that was lower than the EU average in 2011 and the same goes for the part that went into Greek tertiary education. In 2012 and 2013, the annual budget was cut down considerably going from a 1.63 billion euro to 1.22 and finally to 0.9 billion euro (European Commission, 2013c; Freysson & Wahrig, 2013). The cuts imposed on the budget for tertiary education appear to be not on par with what is necessitated because of the recession (Petrakis, 2014).

To continue, according to Christine Lagarde (2013), there is an average unemployment rate of 12% in the EU of the 28 member states while youth unemployment in Greece and Spain has skyrocketed to over 50%. These figures represent an increasing failure of the labour market not only in Greece, but throughout the EU. Partially, this is due to over- or under-qualification of job candidates. High unemployment, especially if it is long-term, also affects the migratory tendencies of individuals; it makes them more likely to leave the country of origin for a host country with low unemployment rates (Paulauskait et al., 2010). Even though measures have been taken in Greece, such as the reduction of the minimum wage for those aged below 25 to 480 euro by the end of 2013, the rate of growth of unemployment continues to be explosive, particularly for Gen Y individuals (Petrakis, 2014). Many Greeks under 25 continue their studies in tertiary education for an extra year by average, in view of the high chance of becoming unemployed when they become part of the workforce; the number of people that choose to delay the onset of their career is ever-growing (Pissarides, 2013). Pissarides (2013) also states that extra years of education increase the money one will get from his future job as well as decrease the chances of someone becoming unemployed in the long-term. Tertiary graduates remain stably, from 1998 to 2012, the group that suffers, by far, the least from unemployment as, in particular, 81% of Master's and PhD holders were employed in 2012, while the percentage was 77% in 1998 (Pissarides, 2014). Concurrently, though, people that stay in the educational system lose potential income from a possible job opportunity that they pass up by doing further studies (Pissarides, 2013). Pissarides (2013), finally, states that the role of HRM professionals is an important one since, nowadays more than ever, there is a need to spearhead an investment in knowledge and education (Pissarides, 2013), as human capital enrichment strategies have the potential to decrease turnover of employees as well as employability because they allow for the lessening of the mismatch between skills offered and skills needed. Finally, with the current situation in Greece, where senior employees retain their positions because they have limited alternatives and young individuals have a high level of education but little experience because they cannot find work, staying within academia only transfers the problem to the future (Petrakis, 2014), where it is more than likely that unemployment will rise to new heights.

Further, there is an aging population problem in the world and in Greece more specifically. In mid-2013, the population of the Earth was 7.2 billion people; the same population is expected to rise in 2025 to the number of 8.1 billion people (United Nations,

2013). Due to better conditions of living, the population of the people that are over 60 is expected to go from 841 million in 2013 to approximately 2 billion in 2050 (United Nations, 2013). A similar trend exists in Greece, where because of accumulated wealth to which many have access, a well-funded healthcare system, a relatively peaceful society, as well as because of a big percentage of women working, specific cultural traits of Greek society and having children not being encouraged by the state as much as in other societies, the average age of the population increases and the number of births per year decreases (Petrakis, 2014). This is in contrast to developing countries where birth rates remain high and the percentages of 65+ individuals remain low and to countries like the US that are host countries for large numbers of young migrants who bring down the age average (Petrakis, 2014). Greece has a population make-up that is similar to that of Mediterranean countries; they have an average age that is higher than the EU average and have a more aged population when compared to the countries of the north of Europe (Petrakis, 2014).

Finally, there is little doubt that objective overqualification of employees in Greece is a serious problem which is expected to directly affect the levels of POQ in the population of workers. Also, the interplay between the effects of an overqualified workforce, the ramifications of the recession on the economy and the structure of greek society leads to an environment that fosters migratory tendencies. There is, however, little information about how the psychology of the Greek and a Greek's character traits affect his work-related behaviours and his or her tendency to leave the country.

1.13 Aim and Hypotheses of the study

1.13.1 Aims

The goal of this study is to examine how a young Greek person's understanding of his or her professional qualifications determines his or her behaviours in the workplace and their stance towards migration. This study proposes a model of antecedent constructs and outcomes of POQ, something which is pictured in the POQ Model in Appendix A. The predictors analysed are PCOQ and Narcissism while the outcomes that are investigated are Withdrawal Behaviours, with The Big Five and Empowerment as moderators and Intention to Migrate, a concept affected by Reasons to Migrate.

1.13.2 Hypotheses

The body of research refers to POQ as a construct that is positively correlated to Withdrawal Behaviours (Lobene & Meade, 2010), so it is hypothesised that:

Hypothesis 1: There is a positive correlation between POQ and Withdrawal Behaviours.

Contemporary scientific literature indicates that Empowerment is a negative moderator for POQ - Withdrawal Behaviours (Erdogan & Bauer, 2009), so it is hypothesised:

Hypothesis 2: Empowerment is a negative moderator for POQ - Withdrawal Behaviours.

Recent scholarship claims that there is a positive correlation between PCOQ and POQ (Fine & Nevo, 2008), so it is hypothesised:

Hypothesis 3: PCOQ is positively correlated to POQ.

Modern researchers have shown that there is a positive correlation between Narcissism and POQ (Lobene & Meade, 2010), it is hypothesised that:

Hypothesis 4: Narcissism is positively correlated to POQ.

Academic research of today has found that Big Five Traits could play the role of moderator to the interaction between Withdrawal Behaviours and Intention to Migrate (Paulauskait et al., 2010), it is hypothesised that:

Hypothesis 5: The Big Five moderate the interplay between Withdrawal Behaviours and Intention to Migrate.

In the growing body of scientific literature, it has been demonstrated that Reasons to Migrate (or not) is correlated to Intention to Migrate (Paulauskait et al., 2010), it is hypothesised that:

Hypothesis 6: There is a correlation between Reasons to Migrate (or not) and Intention to Migrate.

It is theorised that Withdrawal Behaviours are positively correlated with Intention to Migrate, it is hypothesised that:

Hypothesis 7: There is a positive correlation between Withdrawal Behaviours and Intention to Migrate.

2. Methodology

Why was the questionnaire used as a tool for this research effort? The questionnaire has certain advantages as a method. First of all, it makes it easier to reach out to many people simultaneously, something which cannot be achieved by other methods, e.g. interview. Moreover, it makes sure the respondents are anonymous and it is one of the best ways to ensure objectivity, since except for ensuring anonymity it does not distinguish between participants because all of them answer the same exact questions. The negative side of the questionnaire is the fact that people might not return a survey at all, or they might have it partially completed. The fact that you cannot make people fill their answers in means that it is hard to reach an optimal number of completed questionnaires and that is tied to loss of potentially useful information.

A total of 141 Gen Y Greeks, all aged between 18 and 29, participated in the survey. All the participants lived and worked in Greece at the time and none of them had migrated, for any reason, to another country. Google Forms was used to distribute the survey online; many different platforms of information diffusion were used, e.g. social media, email, etc.. All the questions were mandatory, that means the participant could not complete the survey and send it without responding to all questions; all 141 surveys sent back to the author were complete. The Statistical Software SPSS was used for all the analyses conducted. All the data collected was from the point-of-view of the respondent no third party data were collected, i.e. supervisors, etc.

Male participants made up 44% of respondents and females 56% of respondents. In terms of education, 39.7% were University graduates, 33.3% were Master's holders, 12% were educated at the high school level, 9.9% were Polytechnic graduates and 4.9% were PhD holders. The total percentage of participants educated at the postgraduate level was 38.2% while the percentage of participants that were tertiary education graduates was 88%. The percentage of people in the sample that were between 18 and 23 years old was 12.1% while the percentage of the ones that were between 24 and 29 was 87.9%. The percentage of paid interns/trainees that completed the survey was 22%, the permanent employees amounted to 23.4% of the sample, fixed-term contract employees made up 46.8% of the sample and self-employed individuals 7.8%. People that had up to six years of experience made up 77.3% of

the sample and the percentage of those that had more than six years of experience was 32.7% of the sample. The percentage of people that had worked in the same organisation for up to six years accounted for 92.9% while the rest 7.1% belonged to those that had worked in the same organisation for more than six years. When it comes to the individuals that had worked in the same position within the same organisation for up to six years, the percentage that was representative was 93.6% while 6.4% of the respondents had been in the same position in the same organisation for more than six years. The percentage of respondents that declared they would be open to moving to a European country was 67.9%, that of the people that would never move to another country was 11.3% and the participants that responded they would be open to going to a country that is not in Europe represented 20.8% of the sample. The most popular country to those that would be open to moving is the UK with 24.8% of the total sample, the second most favoured country is Italy with 10.6% and the third position is split between Spain and the USA with 8.5%.

The instrument that measures PCOQ by Fine and Nevo (2008) was utilised to analyse PCOQ in the sample. The set of items, when analysed in SPSS, generated an alpha coefficient of 0.78. A 5-point Likert-type scale was used; see Appendices B and C for further details.

The instrument that helped us analyse POQ in the sample was found in Johnson et al. (2002). The set of items, when analysed in SPSS, yielded a coefficient of 0.74. A 5-point Likert-type scale was used; see Appendices B and C.

For Narcissism, the 40-item dichotomous narcissism scale was used. The measure was found in Lobene (2010). The alpha coefficient of the Narcissism scale in the sample is 0.86. See appendices B, C for further information.

For Work Withdrawal, the three items coming from Lobene (2010) were implemented. A 5-point Likert-type scale was used, see Appendices B and C. The alpha value for the set of three was 0.42, but when the “Turnover Intention” item was deleted, the two remaining items had a correlation of 0.62. Appendices B, C will provide further information.

The measure that was used to analyse Empowerment was found in Spreitzer (1995). The instrument that was used yielded, when analysed, an alpha of 0.78. A 5-point Likert-type scale was used; see Appendices B and C for further details.

The instrument used to examine the interaction of the Big Five with the sample was from Benet-Martinez and Oliver (1998). The correlation coefficient of the set of items was 0.71. A 5-point Likert-type scale was used; see Appendices B and C.

The Intention to Leave the Country 2-item measure was found in Paulauskait et al. (2010). The correlation coefficient between these two items is 0.75. A 3-point format was used for this instrument; for more information see Appendices B and C.

The Reasons to Leave the Country list was found in Paulauskait et al. (2010). The correlation coefficient between the items of the measure is 0.76. A cumulative score, a single reason to migrate gives 1 point while not wanting to migrate awards 0, with a maximum of 7 and a minimum of 0 was used for this measure; for more information see Appendices B and C.

3. Results

So that hypotheses regarding POQ antecedents can be tested, correlations were calculated and are shown, along with sample size and significance values, in Table 1. Correlations were also used to investigate the proposed self-reported outcomes of POQ, the computation output of which are given in Tables 2 and 3. Additionally, ANOVA was carried out to test the interaction of each predictor, moderator and outcome with POQ. The computation output of the predictor side of the model will be addressed first, and then the presentation of POQ's outcomes will follow.

Table 1 shows Pearson's test correlation results calculated between each predictor and POQ. These results show a strong positive relationship between PCOQ (PCOQAV) and POQ (POQAV), but do not show a significant relationship between Narcissism (NarcissismAV) and POQ (POQAV). Further testing was performed in the form of ANOVA between POQ (POQAV) as the dependent variable and PCOQ (PCOQAV) as the independent variable. There was a statistically significant difference between POQ (POQAV) and PCOQ (PCOQAV) as determined by one-way ANOVA ($F(27,113) = 7,489, p = 0.00$).

Tables 2 and 3 show Pearson's test correlation results computed between POQ and outcomes, as well as moderators. No significant relationship was detected except for the strong positive relationship between Intention to Leave the Country (LeaveCountryAV) and Reasons to Leave the Country (Μετοίκηση στο εξωτερικό). Further investigation was undertaken in the form of ANOVA between Intention to Leave the Country (LeaveCountryAV) as dependent variable and Reasons to Leave the Country (Μετοίκηση στο εξωτερικό) as an independent variable. There was a statistically significant difference between Intention to Leave the

Country (LeaveCountryAV) and Reasons to Leave the Country (Μετοίκηση στο εξωτερικό) as determined by one-way ANOVA ($F(5,135) = 5,506, p = 0.00$).

Taking the above results into account, several interpretive statements can be made.

Hypotheses 1, 2, 4, 5 and 7 are not upheld, while Hypotheses 3 and 6 are supported by the current level of analysis of the results.

Table 1. Correlations of POQ, PCOQ and Narcissism

| <i>Correlations</i> | | | | |
|--|---------------------|--------------|---------------|---------------------|
| | | <i>POQAV</i> | <i>PCOQAV</i> | <i>NarcissismAV</i> |
| POQAV | Pearson Correlation | 1 | ,715** | ,089 |
| | Sig. (2-tailed) | | ,000 | ,293 |
| | N | 141 | 141 | 141 |
| PCOQAV | Pearson Correlation | ,715** | 1 | -,123 |
| | Sig. (2-tailed) | ,000 | | ,145 |
| | N | 141 | 141 | 141 |
| NarcissismAV | Pearson Correlation | ,089 | -,123 | 1 |
| | Sig. (2-tailed) | ,293 | ,145 | |
| | N | 141 | 141 | 141 |
| **. Correlation is significant at the 0.01 level (2-tailed). | | | | |

Table 2. Correlations of POQ, Empowerment and Withdrawal Behaviours

| <i>Correlations</i> | | | | |
|---------------------|---------------------|--------------|------------------|---------------------|
| | | <i>POQAV</i> | <i>EmpowerAV</i> | <i>WithdrawalAV</i> |
| POQAV | Pearson Correlation | 1 | -,131 | ,003 |
| | Sig. (2-tailed) | | ,122 | ,970 |
| | N | 141 | 141 | 141 |
| EmpowerAV | Pearson Correlation | -,131 | 1 | ,072 |
| | Sig. (2-tailed) | ,122 | | ,398 |
| | N | 141 | 141 | 141 |
| WithdrawalAV | Pearson Correlation | ,003 | ,072 | 1 |
| | Sig. (2-tailed) | ,970 | ,398 | |
| | N | 141 | 141 | 141 |

Table 3. Correlations of Withdrawal Behaviours, the Big Five, Intention to Leave the Country and Reasons to Leave the Country

| <i>Correlations</i> | | | | | |
|-------------------------------|------------------------|--------------------------|-----------------------|----------------------------|--|
| | | <i>Withdrawal AV</i> | <i>BigFiveA V</i> | <i>LeaveCountry AV</i> | <i>Μετοίκηση η στο εξωτερικό</i> |
| WithdrawalA V | Pearson Correlation | 1 | ,157 | ,038 | ,080 |
| | Sig. (2- tailed) | | ,063 | ,651 | ,346 |
| | N | 141 | 141 | 141 | 141 |
| BigFiveAV | Pearson Correlation | ,157 | 1 | ,082 | ,149 |
| | Sig. (2- tailed) | ,063 | | ,332 | ,077 |
| | N | 141 | 141 | 141 | 141 |
| LeaveCountr yAV | Pearson Correlation | ,038 | ,082 | 1 | ,288** |
| | Sig. (2- tailed) | ,651 | ,332 | | ,001 |
| | N | 141 | 141 | 141 | 141 |
| Μετοίκηση στο εξωτερικό | Pearson Correlation | ,080 | ,149 | ,288** | 1 |
| | Sig. (2- tailed) | ,346 | ,077 | ,001 | |

| | | | | | |
|--|---|-----|-----|-----|-----|
| | N | 141 | 141 | 141 | 141 |
| **. Correlation is significant at the 0.01 level (2-tailed). | | | | | |

Table 4. ANOVA results with POQ as a dependent variable and PCOQ as an independent variable

| ANOVA | | | | | |
|----------------|-----------------------|-----------|--------------------|----------|-------------|
| POQAV | | | | | |
| | <i>Sum of Squares</i> | <i>df</i> | <i>Mean Square</i> | <i>F</i> | <i>Sig.</i> |
| Between Groups | 37,454 | 27 | 1,387 | 7,489 | ,000 |
| Within Groups | 20,932 | 113 | ,185 | | |
| Total | 58,386 | 140 | | | |

Table 5. ANOVA results with Intention to Leave the Country as a dependent variable and Reasons to Leave the Country as an independent variable

| ANOVA | | | | | |
|----------------|-----------------------|-----------|--------------------|----------|-------------|
| LeaveCountryAV | | | | | |
| | <i>Sum of Squares</i> | <i>df</i> | <i>Mean Square</i> | <i>F</i> | <i>Sig.</i> |
| Between Groups | 12,214 | 5 | 2,443 | 5,506 | ,000 |
| Within Groups | 59,893 | 135 | ,444 | | |
| Total | 72,106 | 140 | | | |

4. Conclusions/Future Research

The main purpose of this study was to shed light on the way Greek Gen Yers perceive their skills and how this perception of oneself affects his or her behaviours at work and their feelings towards the prospect of immigration. This study proposed a model (Appendix A) that could explain how various constructs, like POQ and Empowerment, interact with each other; the generation of this model was influenced by other published models, e.g. Lobene's (2010) model. After the analysis of the data the proposed model could not be upheld. According to the available relevant literature PCOQ and POQ are strongly and positively correlated (Fine & Nevo, 2008), and this was upheld by our analysis. However, other relationships shown to be strong by other researchers, such as the positive relationship between Narcissism and POQ (Lobene, 2010), were not shown as such in this study. The second relationship that is supported by the findings of this study is the strong positive interaction between Migratory Intentions and Reasons to Migrate, as supported by Paulauskait et al., 2010, but a different method of measurement of the impact of the Reasons to Migrate in the sample was used in this study to the one used previously.

The limitations of the study are many. First off, a larger sample of individuals would be more optimal than the one available for this study, especially if parametric analysis is the preferred method. Better results could be achieved by the implementation of nonparametric tests, such as the Kruskal-Wallis and Mann-Whitney tests, to the analysis of this dataset. Another issue is the fact that a 5-point Likert scale was used; a 7-point Likert scale could allow for higher resolution of analysis and higher reliability. Another element that should be given attention to in future research with similar thematology is the fact that supervisor and peer evaluation tends to moderate inherent flaws tied to self-assessment, e.g. a highly narcissistic individual will tend to grossly overestimate his cognitive abilities something which can disturb the sample's POQ and PCOQ mean score, skewing the distribution towards a higher score. The latter leads to the question of whether a sample of Greek Gen Yers that has many people bunched up around certain demographic characteristics, e.g. 88% tertiary education graduates in this study's sample, can be useful or not. Also, the issue of the possible effects of local cultural phenomena, as well as of local labour market forces and the structure and the manner of dissemination of the survey itself cannot be overlooked. Amidst the Greek recession one

could find people that hate their jobs but will not leave them and some people complained about the length of this study's survey, which could mean that their attention could have been different at the beginning of the process of filling in the responses compared to how it was at the end of the process of completing this survey.

A future study, in order to get optimal results, should have a tweaked model that might incorporate new developments, as well as use important constructs that were not used in this study because of restrictions, imposed by the academic level of the manuscript, on the size of the model; job satisfaction is a concept that would be integral to an extended version of the model proposed by this study. Moreover, a larger sample could allow for more powerful analysis. Additionally, the use of a 7-point Likert scale will allow for the capture of variation. A future study should take care to get not only a big sample but a good quality one; this can be attained by tweaking the accepted demographics of the general population from which one will get their sample. Finally, questionnaires that are made too long should be avoided and there ought to be assessment by supervisors and/or peers if possible.

5. References

- Abrams, D., Hinkle, S., & Tomlins, M. (1999). Leaving Hong Kong? The roles of attitude, subjective norm, perceived control, social identity, and relative deprivation. *International Journal of Intercultural Relations*, 23, 319–338.
- Ahearne, M., Mathieu, J., & Rapp, A. (2005). To empower or not to empower your sales force? An empirical examination of the influence of leadership empowerment behavior on customer satisfaction and performance. *Journal of Applied Psychology*, 90, 945–955.
- Almagor, M., Tellegen, A., & Waller, N.G. (1995). The Big Seven model: A cross-cultural replication and further exploration of the basic dimensions of natural language trait descriptors. *Journal of Personality and Social Psychology*, 69, 300-307.
- Armstrong, M. (2008). *How to Manage People*. London: Kogan Page Publishers.
- Arrehag, L., Sjoborg, O. & Sjoblom, M. (2006). Post-communist cross-border migration in South-Eastern Albania: who leaves? Who stays behind?. *Journal of Ethnic and Migration Studies*, 32 (3), 377–402.

-
- Atlas, G. D., & Them, M. A. (2008). Narcissism and sensitivity to criticism: A preliminary investigation. *Current Psychology*, 27, 62-76.
- Baldonado, A. M. (2008). *25 Ways to Motivate Generation Y: A Pocket Book Guide*. Bloomington: iUniverse.
- Barford, I. N., & Hester, P. T. (2011). *Analysis of the Generation Y Workforce Motivation using Multiattribute Utility Theory*. Fairfax County, Virginia: Defense Acquisition University.
- Barnard, Chester I. (1938). *The Functions of the Executive*. Cambridge, MA: Harvard University Press. OCLC 555075.
- Barrick, M. R., & Mount, M. K. (1991). The Big Five personality dimensions and job performance: A meta-analysis. *Personnel Psychology*, 44, 1-26.
- Battu, H., Belfield, C. R., & Sloane, P. J. (2000). How well can we measure graduate over-education and its effects?. *National Institute Economic Review*, 171, 82-93.
- Bell, E. E. (2008). *Multigenerational Workplace Performance: Generational Similarities and Differences in Employee Perception of the Work Environment*. ProQuest.
- Benet, V., & Waller, N. G. (1995). The "Big Seven" model of personality description: Evidence for its cross-cultural generality in a Spanish sample. *Journal of Personality and Social Psychology*, 69, 701-718.
- Benet-Martinez, V., & Waller, N. G. (1997). Further evidence for the cross-cultural generality of the "Big Seven" model: Imported and indigenous Spanish personality constructs. *Journal of Personality*, 65, 567-598.
- Berlew, D.W., and Hall, T.E. (1966). The Socialization of Managers: The Effects of Expectations on Performance. *Administrative Science Quarterly*, 11, 207-223.
- Bills, D. B. (1992). The mutability of education credentials as hiring criteria: How employers evaluate atypically highly credentialed job candidates. *Work and Occupations*, 19, 79-95.
- Block, J. (1995). A contrarian view of the five-factor approach to personality description. *Psychological Bulletin*, 117, 187-215.
- Bolino, M. C., & Feldman, D. C. (2000). The antecedents and consequences of underemployment among expatriates. *Journal of Organizational Behavior*, 21, 889-911.
-

-
- Boneva, B. S., Frieze, I. H., Ferligoj, A., Jarsova, E., Pauknerova, D. & Orgocka, A. (1997). East-West European migration and the role of motivation in emigration desires. *Migracijske Teme*, 13(4), 335–361.
- Boneva, B. S., Frieze, I. H., Ferligoj, A., Jarsova, E., Pauknerova, D. & Orgocka, A. (1998). Achievement, power and affiliation motives as clues to (e)migration desires: A four-countries comparison. *European Psychologist*, 3(4), 247–254.
- Boneva, B., Frieze, I. (2001). Toward a concept of migrant personality. *Journal of Social Issues*, 57 (3), 477–491.
- Bowditch, J. L., & Buono, A. F. (1982). *Quality of Work Life Assessment: A Survey Based Approach*. Taylor & Francis.
- Brown, N. W. (1996). The destructive narcissistic pattern. *Social Behavior and Personality*, 24, 263-272.
- Brkich, M., Jeffs, D., & Carless, S. A. (2002). A global self-report measure of person-job fit. *European Journal of Psychological Assessment*, 18, 43-51.
- Buhler, P. M. (2006). *The New Workforce: Five Sweeping Trends That Will Shape Your Company's Future*. Retrieved December, 2015, from Rochester Works: [http://www.rochesterworks.org/docs/new_workforce%20\(2\).pdf](http://www.rochesterworks.org/docs/new_workforce%20(2).pdf)
- Burke, R.J. (1998). Work Stressors Among Recent Business School Graduates. *Stress Medicine*, 14(2), 83–89.
- Caldwell, D. F., & O'Reilly, C. A. (1990). Measuring person-job fit with a profile comparison process. *Journal of Applied Psychology*, 75(6), 648-657.
- Calvert, N. (2010). *Why understanding Baby Boomers, Generation X and Generation Y holds the key to smart 21st Century Customer Service Leadership*. Calcom Group.
- Carless, S. A., Fewings-Hall, S., Hall, M., Hemsworth, P. H., & Coleman, G. J. (2007). Selecting unskilled and semi-skilled blue-collar workers: The criterion-related validity of the PDI-Employment Inventory. *International Journal of Selection and Assessment*, 15, 335-340.
- Chaffee, E. (1985). Three models of strategy. *Academy of Management Review*, 10(1).
- Chen, Z. X., & Aryee, S. (2007). Delegation and employee work outcomes: An examination of the cultural context of mediating processes in China. *Academy of Management Journal*, 50, 226–238.
-

-
- Collings, D. G., & Wood, G. (2009). Human resource management: A critical approach. In D. G. Collings & G. Wood (Eds.), *Human resource management: A critical approach* (pp. 1-16). London: Routledge.
- Costa, P. T., & McCrae, R. R. (1980). Influence of Extraversion and Neuroticism on subjective well-being: Happy and unhappy people. *Journal of Personality and Social Psychology*, 38, 668-678.
- Costa, P. T., & McCrae, R. R. (1995). Domains and facets: Hierarchical personality assessment using the Revised NEO Personality Inventory. *Journal of Personality Assessment*, 64, 21-50.
- Cran, C. (2010). *101 Ways to Make Generations X, Y and Zoomers Happy at Work*. Vancouver: Synthesis At Work Inc.
- Dalgard, O. S., Thapa, S. B., Hau\$, E., McCubbin, M.& Syed, H. R. (2006). Immigration, lack of control and psychological distress: findings from the Oslo Health Study. *Scandinavian Journal of Psychology*, 47 (6), 551–558.
- Deloitte. (n.d.). *Managing the Talent Crisis in Global Manufacturing: Strategies to Attract and Engage Generation Y. A Deloitte Research Global Manufacturing Study*.
- Demonte, E. K., & Arnold, D. W. (2000). Court upholds employer's right not to hire based on high test score. *Test Publisher: News and information for providers of assessment products and services from the Association of Test Publishers*, 2. Retrieved July 20, 2008 from <http://www.testpublishers.org/w2000nl.htm>.
- Department for Business Innovation & Skills. (2010, December). *Manufacturing in the UK: Supplementary analysis*. Economics Paper No. 10B, 1-3.
- Dorsey, J. R. (2009). *Y-Size Your Business: How Gen Y Employees can save You Money and Grow Your Business*. New Jersey: John Wiley & Sons.
- Eder, P., & Eisenberger, R. (2008). Perceived organizational support: Reducing the negative influence of coworker withdrawal behavior. *Journal of Management*, 34, 55-68.
- Eisenberger, R., Rhoades, L., & Cameron, J. (1999). Does pay for performance increase or decrease perceived self-determination and intrinsic motivation? *Journal of Personality and Social Psychology*, 77, 1026– 1040.
- Erdogan B. & Bauer N.T. (2009). Perceived Overqualification and Its Outcomes: The Moderating Role of Empowerment. *Journal of Applied Psychology*, 94, 557-565.
-

-
- Espinoza, C., Ukleja, M., & Rusch, C. (2010). *Managing the Millennials: Discover the Core Competencies for Managing Today's Workforce*. Hoboken: John Wiley & Sons.
- European Commission (2012). *European Vacancy Monitor*7. December.ec.europa.eu/social/, Accessed December 20, 2015.
- European Commission (2013a). *Employment and Social Developments in Europe 2012*. January 13, Brussels.
- European Commission (2013b). *Knowledge Transfer Study 2010-2012*. June 2013, Brussels.
- European Commission/EACEA/Eurydice (2013c). *Funding of Education in Europe 2000-2012: The Impact of the Economic Crisis*. Eurydice Report, Luxembourg: Publications Office of the European Union.
- Feldman, D.C., & Turnley, W.H. (1995). Underemployment among Recent Business College Graduates. *Journal of Organizational Behavior*, 16, 691–706.
- Fine, S. (2007). Overqualification and selection in leadership training. *Journal of Leadership & Organizational Studies*, 14, 61-68.
- Fine S. & Nevo B. (2008). Too Smart for their own good? A study of perceived cognitive Overqualification in the workforce. *The International Journal of Human Resource Management*, 19(2), 346-355.
- Freysson L. & Wahrig L. (2013). *The Level of Government Expenditure on Education varies between Members States*. Eurostat, Statistics in Focus, December 2013.
- Ganzach, Y. (1998). Intelligence and Job Satisfaction. *Academy of Management Journal*, 41, 526–539.
- Ghemawat, P. (2002). Competition and Business Strategy in Historical Perspective. *Business History Review (Harvard Business Review)*.
- Glytsos, N. P. (1999). The impact of demographic deterioration on labor balances in Greece. *Journal of Economic Studies*, 26 (2), 130–158.
- Goldberg, L.R. (1981). Language and individual differences: The search for universals in personality lexicons. *Review of Personality and Social Psychology*, 2, 141 - 165.
- Goldberg, L. R. (1993). The structure of phenotypic personality traits. *American Psychologist*, 48, 26-34.
- Groot, W., and van den Brink, H.M. (2000). Over-education in the Labour Market: A Meta-analysis. *Economics of Education Review*, 19, 2, 149–158.
-

-
- Hankin, H. (2005). *The New Workforce: Five Sweeping Trends that will Shape Your Company's Future*. AMACOM Division American Management Association.
- Hardy, C., & Leiba-O'Sullivan, S. (1998). The power behind empowerment: Implications for research and practice. *Human Relations*, 51, 451–483.
- Hatton, L. (2011). *Manufacturing*. London: Institute for the Study of Civil Society.
- Hechanova-Alampay, R., & Beehr, T. A. (2001). Empowerment, span of control, and safety performance in work teams after workforce reduction. *Journal of Occupational Health Psychology*, 6, 275–282.
- Hegar, K. W. (2011). *Modern Human Relations at Work*. Cengage Learning.
- Henry, A. (2006). *Motivating & Managing Different Generations at Work*. Retrieved December, 2015, from Mskills:http://www.mskills.com.au/DownloadManager/downloads/Manuf2020_Avri1%20Henry.pdf
- Herzberg, F. (1966). *Work and the Nature of Man*. Cleveland, OH: World Press.
- Hewitt, P. M., Pijanowski, J., Tavano, J., & Denny, G. S. (2012). Baby Boomers, Generation X and Generation Y: Who Will Lead Our Schools?. *International Review of Social Sciences and Humanities*, 231-233.
- Hill, C.W.L. & Gareth R. J. (2012). *Strategic Management Theory: An Integrated Approach* (5th Ed.). Cengage Learning.
- Holtom, B. C., Lee, T. W., & Tidd, S. T. (2002). The relationship between work status congruence and work-related attitudes and behaviors. *Journal of Applied Psychology*, 87, 903–915.
- Jex, S. & Britt, T. (2008). *Organizational psychology: A scientist-practitioner approach* (2nd edition). New York: Wiley.
- John, O. E (1990). The "Big Five" factor taxonomy: Dimensions of personality in the natural language and in questionnaires. In L.A. Pervin (Ed.), *Handbook of personality: Theory and research* (pp. 66-100). New York: Guilford Press.
- John, O. E, Caspi, A., Robins, R.W., Moffitt, T.E., & Stouthamer-Loeber, M. (1994). The "Little Five": Exploring the nomological network of the five-factor model of personality in adolescent boys. *Child Development*, 65, 160-178.
-

-
- John, O. P., & Robins, R. W. (1993). Gordon Allport: Father and critic of the five-factor model. In K. H. Craik, R. Hogan, & R. N. Wolfe(Eds.), *Fifty years of personality psychology* (pp. 215-236). New York: Plenum.
- John, O.P., & Robins, R.W. (1994). Trait and types, dynamics and development: No doors should be closed in the study of personality. *Psychological Inquiry*, 5, 137-142.
- Johnason, P. (2009). HRM in changing organizational contexts. In D. G. Collings & G. Wood (Eds.), *Human resource management: A critical approach* (pp. 19-37). London: Routledge.
- Johnson, G. J., & Johnson W. R. (1996). Perceived overqualification and psychological well-being. *Journal of Social Psychology*, 136, 435-445.
- Johnson, G. J., & Johnson, W. R. (2002). Perceived overqualification, positive and negative affectivity and satisfaction with work. *Journal of Social Behavior and Personality*, 15, 167-184.
- Johnson W.R., Morrow P.C. & Johnson G.J. (2002). An Evaluation of a Perceived Overqualification Scale Across Work Settings. *The Journal of Psychology*, 136(4), 425-441.
- Jordan v. City of New London and Harrigan, U.S. Dist. LEXIS 14289 (D. Conn. 1999).
- Judge, T. A., LePine, J. A., & Rich, B. L. (2006). Loving yourself abundantly: Relationship of the narcissistic personality to self- and other perceptions of workplace deviance, leadership and task and contextual performance. *Journal of Applied Psychology*, 91, 762-776.
- Justman, M., Levy, A., Gabriel, S. (1988). Determinants of Internal Migration in Israel: Expected Returns and Risks. *Applied Economics*, 20(5), 679–690.
- Kark, R., Shamir, B., & Chen, G. (2003). The two faces of transformational leadership: Empowerment and dependency. *Journal of Applied Psychology*, 88, 246–255.
- Kaufman, H.G. (1974). The Relationship of Early Work Challenge to Job Performance, Professional Contributions, and Competence of Engineers. *Journal of Applied Psychology*, 59, 3, 377–379.
- Khan, L. J., & Morrow, P. C. (1991). Objective and subjective underemployment relationships to job satisfaction. *Journal of Business Research*, 22, 211–218.
-

-
- Kirkcaldy, B. D., Siefen, R. G., Wittig, U., Schuller, A., Brahler, E. & Merbach, M. (2005). Health and emigration: Subjective evaluation of health status and physical symptoms in Russian-speaking migrants. *Stress and Health*, 21, 295–309.
- Klerck, G. (2009). Industrial relations and human resource management. In D. G. Collings & G. Wood (Eds.), *Human resource management: A critical approach* (pp. 238-259). London: Routledge.
- Kvint, V. (2009). *The Global Emerging Market: Strategic Management and Economics*. Routledge.
- Kwan, Y. K., Ip, W. C. (2007). Suicidality and migration among adolescents in Hong Kong. *Death Studies*, 31 (1), 45–66.
- Lagarde C. (2013). *Speech on European Economic and Social Committee*. December 10, No 7, Press release Brussels
- Lamb, R., B. (1984). *Competitive strategic management*. Englewood Cliffs, NJ: Prentice-Hall.
- Liden, R. C., Wayne, S. J., & Sparrowe, R. T. (2000). An examination of the mediating role of psychological empowerment on the relations between the job, interpersonal relationships, and work outcomes. *Journal of Applied Psychology*, 85, 407–416.
- Lobene E.V. (2010). *Perceived Overqualification: A model of Antecedents and Outcomes*. North Carolina State University.
- Lobene E.V. & Meade W.A. (2010, April). Perceived Overqualification: An Exploration of Outcomes. *Annual Meeting of the Society for Industrial and Organizational Psychology*.
- Lunsford, S. (2011). *Survey Analysis: Employee Motivation by Generation Factors*. Retrieved December, 2015, from Achieve Global: <http://www.achievegloab.ro/wpcontent/uploads/2011/12/Motivation-by-Generation-Factors.pdf>
- Massey, D., Arango, J., Hugo, F., Kouaouci, A., Pellegrino, A., Taylor, J. D. (1993). Theories of International Migration: A Review and Appraisal. *Population and Development Review*, 19, 431–466.
- Maynard, D. C., Joseph, T. A., & Maynard, A. M. (2006). Underemployment, job attitudes, and turnover intentions. *Journal of Organizational Behavior*, 27, 509-536.
- McAdams, D. E (1992). The five-factor model in personality: A critical appraisal. *Journal of Personality*, 60, 175-215.
-

-
- McCrae, R.R., & John, O.P. (1992). Introduction to the five-factor model and its applications. *Journal of Personality*, 60, 175-215.
- McCrindle Research. (n.d.). *New Generations at Work: Attracting, Recruiting, Retraining & Training Generation Y*. Victoria: Victoria's Virtual Library.
- McCulloch, M. C., & Turban, D.B. (2007). Using person-organization fit to select employees for high-turnover jobs. *International Journal of Selection and Assessment*, 15, 63-71.
- McKinsey Global Institute (2012). *The World at Work: Jobs, Pay and Skills for 3.5 Billion People*. June, 2012.
- Mobley, W. H. (1977). Intermediate linkages in the relationship between job satisfaction and employee turnover. *Journal of Applied Psychology*, 62, 237-240.
- Miner, J.B. (2006). *Organizational behavior, Vol. 3: Historical origins, theoretical foundations, and the future*. Armonk, NY and London: M.E. Sharpe.
- Moorhead, G., & Griffin, R. W. (1995). *Organizational behavior: Managing people and organizations* (5th edition). Boston. Houghton Mifflin.
- Muchinsky, P. M., & Monahan, C. J. (1987). What is person environment congruence? supplementary versus complementary models of fit. *Journal of Vocational Behavior*, 31(3), 268-277.
- Nag, R., Hambrick, D. C., Chen, M. J. (2007). What is strategic management, really? Inductive derivation of a consensus definition of the field. *Strategic Management Journal*, 28 (9), 935–955. doi: 10.1002/smj.615. Retrieved December, 2015.
- OECD (2012). *PISA 2012 Results*.
- OECD (2013). *Education at a Glance 2013: OECD Indicators*.
- Paauwe, J., & Boon, C. (2009). Strategic HRM: A critical review. In D. G. Collings, G. Wood (Eds.) & M.A. Reid, *Human resource management: A critical approach* (pp. 38-54). London: Routledge.
- Paulauskait E. et al. (2010). Big Five Personality Traits Linked With Migratory Intentions In Lithuanian Student Sample. *International Journal of Psychology: A Biopsychosocial Approach*. 7, 41-58.
- Pissarides C.A. (2013). *Youth unemployment: Why is it so high and Where are we going Next?*. Speech at the Center of Planning and Economic Research, July 12, CPER.
- Porter, M. E. (1996). "What is Strategy?". *Harvard Business Review*.
-

-
- Quinn, R.P., and Mandilovitch, M.S. (1975). *Education and Job Satisfaction: A Questionable Payoff (NIE Papers in Education and Work (Vol. 5))*. Washington, DC: National Institute of Education.
- Reeves, T. C., & Oh, E. (2007). *Generational Differences*. Handbook of Research on Educational Communications and Technology, 295-297.
- Rhoades, L., & Eisenberger, R. (2002). Perceived organizational support: A review of the literature. *Journal of Applied Psychology*, 87, 698–714.
- Ritti, R. (1970). Underemployment of engineers. *Industrial Relations*, 9, 437–452.
- Robbins, S. P. (2003). *Organizational Behavior*. Singapore: Pearson Education Inc.
- Rose, M. (2011). *A Guide to Non-Cash Reward: Learn the Value of Recognition Reward Staff at Virtually no Cost and Improve Organizational Performance*. London: Logan Page Publishers.
- Rowe, K. A. (2010). *Managing Across Generations*. Alexandria: American Society for Training and Development.
- Sagie, A., Birati, A., & Tziner, A. (2002). Assessing the costs of behavioral and psychological withdrawal: A new model and an empirical illustration. *Applied Psychology: An International Review*, 51, 67-89.
- Saucier, G., & Goldberg, L. R. (1996). Evidence for the Big Five in analyses of familiar English personality adjectives. *European Journal of Personality*, 10, 61-77.
- Sheahan, P. (2005). *Generation Y: Surviving and Thriving with Generation Y at Work*. Prahran: Hardie Grant Publishing.
- Simms, L.M., Price, S.A., & Ervin, N.E. (1994). *The professional practice of nursing administration*. Albany, NY: Delmar Publishers.
- Sotelo, M. J., Gimeno, L. (2003). Migration, Development and Psychology, Looking for a Link. *Social Behaviour and Personality*, 31, 55–60.
- Spreitzer, G. M. (1995). Psychological empowerment in the workplace: Dimensions, measurement, and validation. *Academy of Management Journal*, 38, 1442–1465.
- Spreitzer, G. M. (1996). Social structural characteristics of psychological empowerment. *Academy of Management Journal*, 39, 483–504.
- Sternberg, R.J. (2000). *Handbook of Intelligence*. Cambridge: Cambridge University Press.
-

-
- Tice, W. (2010, February). *Leading Generation Y: A Mindful approach to Retaining Employees*. Retrieved December, 2015, from Whit Blog:
<http://whittblog.files.wordpress.com/2010/02/leading-generation-y-by-whit-tice.pdf>
- Tolbize, A. (2008). *Generational Differences in the Workplace*. Minnesota: University of Minnesota.
- Tubey R., Kipkemboi J. R. & Kurgat A., (2015). Evolution and Development of Human Resource Management: A Contemporary Perspective. *European Journal of Business and Management*, 8(9), 139-148.
- Tulgan, B., & Martin, C. A. (2001). *Managing Generation Y: Global Citizen Born in the Late Seventies and Early Eighties*. Massachusetts: Human Resource Development Press.
- Tulgan, B. (2009). *Not Everyone Gets a Trophy: How to Manage Generation Y*. San Francisco: John Wiley & Sons.
- United Nations (2013). *World Population Prospects: The 2012 Revision, Key Findings and Advance Tables*. Department of Economic and Social Affairs, Population Division, Working Paper, no. ESA/P/WP. 227.
- van Eecke, Y., Chope, R. & Emmelkamp, P. (2005). Immigrants and attachment status: research findings with Dutch and Belgian immigrants in California. *Social Behavior and Personality*, 33 (7), 657–674.
- van Knippenberg, D., van Dick, R., & Tavares, S. (2007). Social identity and social exchange: Identification, support, and withdrawal from the job. *Journal of Applied Social Psychology*, 37, 457-477.
- Volkert, C. A. (2012). *How to Manage and Motivate Generation Y Employees*. Retrieved December, 2015, from Association of Legal Administrators:
http://www.alanet.org/careers/articles/How_to_Manage_and_Motivate_Generation_Y_Employees.pdf
- Wagner, J. A., & Hollenbeck, J. R. (2010). *Organizational behavior: Securing competitive advantage*. New York: Routledge.
- Warren, W. E. (2002). *Coaching and Motivation*. Reedswain Inc.
- Werbelt, J. D., & Gilliland, S. W. (1999). Person–environment fit in the selection process. In G. R. Ferris (Ed.), *Research in human resources management*, 17, 209-243.
- Widiger, T. A., & Trull, T. J. (1992). Personality and psychopathology: An application of the five-factor model. *Journal of Personality*, 60, 363-393.
-

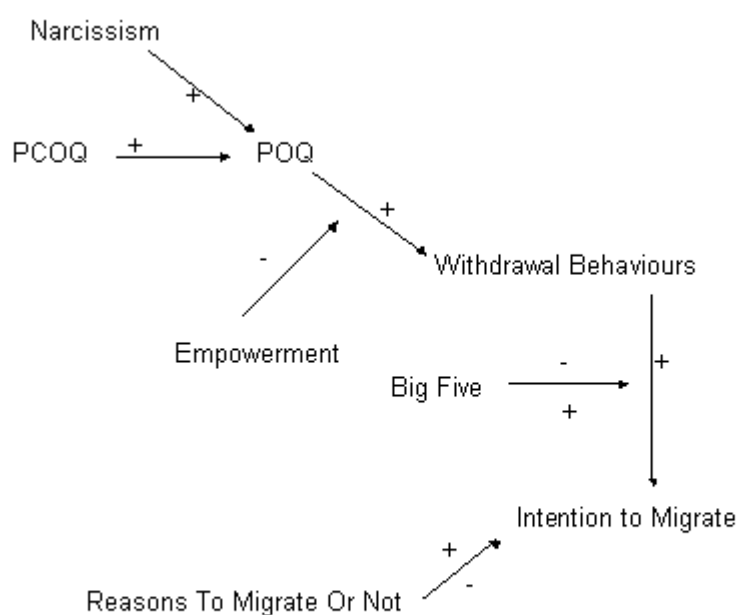
Wilson, D.C. & Rosenfeld, R.H. (1998). *Managing Organizations* (2nd Ed.). London: McGraw Hill Book Company

Yerkes, R.M., and Dodson, J.D. (1908). The Relation of Strength of Stimulus to Rapidity of Habit-formation. *Journal of Comparative Neurology and Psychology*, 18, 459–482.

Zimmerman, R. D. (2008). Understanding the impact of personality traits on individuals' turnover decisions: A meta-analytic path model. *Personnel Psychology*, 61, 309-348.

Appendix A

(Figure showing the proposed Overqualification Model)



Depiction of the suggested model of interactions of the concept of POQ with other concepts that are hypothesised to be related. The + sign denotes a positive relationship. The - sign denotes a negative relationship.

Appendix B

(English to Greek translation of questionnaire items)

POQ

First comes the question in English then its Greek translation

My formal education overqualifies me for my present job.

Τα πτυχία μου δίνουν υπερβολικά προσόντα για την δουλειά που κάνω τώρα.

My work experience is more than necessary to do my present job.

Η εργασιακή εμπειρία μου είναι περισσότερη από όσο απαιτείται για να διεκπεραιώσω την τωρινή μου δουλειά.

Frankly, I am overqualified for the job I hold.

Ευλικρινά, έχω υπερβολικά προσόντα για την δουλειά που έχω αυτόν τον καιρό.

My talents are not fully utilized on my job.

Τα ταλέντα μου δεν χρησιμοποιούνται πλήρως στην δουλειά μου.

I have mastered nearly every aspect of my job.

Έχω γίνει εξπέρ σχεδόν σε κάθε πλευρά της δουλειάς μου.

Some continuing education related to my job would improve my job performance.

Ενδεχόμενη συνεχιζόμενη εκπαίδευση που συνδέεται με την δουλειά μου θα βελτίωνε την απόδοσή μου.

My job frequently provides me with new challenges.

Στην δουλειά μου αντιμετωπίζω συχνά νέες προκλήσεις.

My job provides me with the opportunity to learn new things.

Στην δουλειά μου έχω την ευκαιρία να μάθω νέα πράγματα.

The day-to-day content of my job seldom changes.

Το συνηθισμένο περιεχόμενο της εργασίας μου σπάνια αλλάζει.

My job has a lot of potential for change and growth.

Η δουλειά μου έχει πολλές δυνατότητες για αλλαγή και ανάπτυξη.

Perceived Cognitive Overqualification (self reported)

First comes the question in English then its Greek translation

I am smarter than most people doing my job.

Είμαι πιο έξυπνος/η από τους περισσότερους ανθρώπους που κάνουν την ίδια δουλειά με μένα.

I am more intelligent than is required to do my job.

Είμαι πιο έξυπνος/η από όσο χρειάζεται για να κάνω την δουλειά μου.

My level of intelligence overqualifies me for my job.

Το επίπεδο της ευφυΐας μου, δίνει σε μένα περισσότερα προσόντα από όσα χρειάζονται για την δουλειά μου.

Someone not as smart as me could still do my job well.

Κάποιος που δεν είναι τόσο έξυπνος/η όσο εγώ θα μπορούσε να κάνει την δουλειά μου εξίσου καλά.

I need to solve difficult problems on my job (inversed scale).

Χρειάζεται να λύνω δύσκολα προβλήματα στην δουλειά μου.

I feel that I could easily handle more difficult work.

Νοιώθω πως θα μπορούσα να τα καταφέρω και σε μια δυσκολότερη δουλειά.

My work is not mentally challenging.

Η δουλειά μου δεν είναι νοητικά απαιτητική.

My work is rarely boring or routine. (inversed scale)

Η δουλειά μου είναι σπανίως βαρετή ή επαναλαμβανόμενη.

I am able to do my job without too much thinking.
Μπορώ να κάνω την δουλειά μου χωρίς πολλή σκέψη.

NARCISSISM - 40 item scale

First comes the question in English then its Greek translation

[1=yes, 0=no] (1=ναι, 0=όχι)

1. I would prefer to be a leader.
1. Θα προτιμούσα να είμαι ηγέτης
 2. I see myself as a good leader.
2. Βλέπω τον εαυτό μου ως καλό ηγέτη
 3. I will be a success.
3. Θα είμαι επιτυχημένος/η
 4. People always seem to recognize my authority.
4. Το κύρος μου τείνει πάντα να αναγνωρίζεται
 5. I have a natural talent for influencing people.
5. Έχω ταλέντο στο να ασκώ επιρροή σε άλλους
 6. I am assertive.
6. Επιβάλλω τις απόψεις μου
 7. I like to have authority over other people.
7. Απολαμβάνω το να εξουσιάζω άλλους
 8. I am a born leader.
8. Είμαι γεννημένος ηγέτης
 9. I rarely depend on anyone else to get things done.
9. Σπάνια βασίζομαι στον/ην οποιον(α)δήποτε για να καταφέρω κάτι
 10. I like to take responsibility for making decisions.
10. Μου αρέσει να αναλαμβάνω την ευθύνη για τις αποφάσεις που λαμβάνω
 11. I am more capable than other people.
11. Είμαι πιο ικανός/ή από άλλους
 12. I can live my life in any way I want to.
12. Μπορώ να ζω την ζωή μου με οποιονδήποτε τρόπο θέλω
 13. I always know what I am doing.
13. Πάντα γνωρίζω τι κάνω
 14. I am going to be a great person.
14. Θα αναδειχτώ σε μεγάλη προσωπικότητα
 15. I am an extraordinary person.
15. Είμαι εξαιρετικό άτομο
 16. I know that I am good because everybody keeps telling me so.
16. Γνωρίζω ότι είμαι καλός/ή γιατί όλοι μου το λένε
 17. I like to be complimented.
17. Μου αρέσει να μου κάνουν φιλοφρονήσεις
 18. I think I am a special person.
18. Θεωρώ πως είμαι ιδιαίτερο άτομο
 19. I wish somebody would someday write my biography.
19. Μακάρι κάποιος/α να έγραφε κάποια μέρα την αυτοβιογραφία μου
 20. I am apt to show off if I get the chance.
20. Κάνω επίδειξη όποτε μου δοθεί η ευκαιρία
 21. Modesty doesn't become me.
21. Η ταπεινοφροσύνη δεν μου ταιριάζει
 22. I get upset when people don't notice how I look when I go out in public.
22. Εκνευρίζομαι όταν δεν γίνεται αισθητό το πώς φαίνομαι όταν βρίσκομαι σε δημόσιο χώρο
 23. I like to be the centre of attention.
-

-
23. Μου αρέσει να είμαι το κέντρο της προσοχής
24. I would do almost anything on a dare.
24. Θα έκανα σχεδόν τα πάντα αν με προκαλούσαν
25. I really like to be the centre of attention.
25. Πραγματικά, μου αρέσει να είμαι το κέντρο της προσοχής
26. I like to start new fads and fashions.
26. Μου αρέσει να ξεκινώ νέες μόδες και τάσεις
27. I can read people like a book.
27. Οι άνθρωποι είναι ανοιχτό βιβλίο για μένα
28. I can make anybody believe anything I want them to.
28. Μπορώ να κάνω οποιον(α)δήποτε να πιστέψει οτιδήποτε
29. I find it easy to manipulate people.
29. Το βρίσκω εύκολο να χειραγωγώ ανθρώπους
30. I can usually talk my way out of anything.
30. Μπορώ συνήθως να ξεφύγω από μια δύσκολη κατάσταση χρησιμοποιώντας την πειθώ
31. Everybody likes to hear my stories.
31. Όλοι θέλουν να ακούν τις ιστορίες μου
32. I like to look at my body.
32. Μου αρέσει να κοιτάω το σώμα μου
33. I like to look at myself in the mirror.
33. Μου αρέσει να κοιτάω τον εαυτό μου στον καθρέφτη
34. I like to display my body.
34. Μου αρέσει να επιδεικνύω το σώμα μου
35. I will never be satisfied until I get all that I deserve.
35. Δεν θα ικανοποιηθώ ποτέ μέχρι να πάρω αυτό που μου αξίζει
36. I expect a great deal from other people.
36. Απαιτώ πολλά από τους άλλους
37. I want to amount to something in the eyes of the world.
37. Θέλω να μετράω στα μάτια του κόσμου
38. I have a strong will power.
38. Έχω μεγάλη θέληση
39. I insist upon getting the respect that is due me.
39. Επιμένω στο να λαμβάνω τον σεβασμό που αξίζω
40. If I ruled the world it would be a much better place.
40. Αν κυβερνούσα όλο τον κόσμο, θα ήταν ένα πολύ καλύτερο μέρος

EMPOWERMENT

First comes the question in English then its Greek translation

Meaning

The work I do is very important to me.

Η εργασία που κάνω είναι πολύ σημαντική για μένα.

My job activities are personally meaningful to me.

Οι δραστηριότητες της δουλειάς μου είναι σημαντικές για μένα σε προσωπικό επίπεδο.

The work I do is personally meaningful to me.

Η δουλειά που κάνω είναι σημαντική για μένα σε προσωπικό επίπεδο.

Competence

I am confident about my ability to do my job.

Είμαι πεπεισμένος/η ότι είμαι ικανός/ή να κάνω την δουλειά μου.

I am self-assured about my capabilities to perform my work activities.

Νοιώθω ότι μπορώ να φέρω εις πέρας τις δραστηριότητες που συνδέονται με την δουλειά μου.

I have mastered the skills necessary for my job.

Έχω φτάσει στο ανώτατο επίπεδο ανάπτυξης των δεξιοτήτων που απαιτούνται για την δουλειά μου.

Self-Determination

I have significant autonomy in determining how I do my job.

Είμαι αρκετά αυτόνομος στο να καθορίζω πώς να κάνω την δουλειά μου.

I can decide on my own how to go about doing my work.

Μπορώ να αποφασίζω μόνος μου πώς να κάνω την δουλειά μου.

I have considerable opportunity for independence and freedom in how I do my job.

Μου δίνονται αρκετές ευκαιρίες για ανεξαρτησία και ελευθερία στο πώς να κάνω την δουλειά μου.

Impact

My impact on what happens on my department is large.

Επιδρώ έντονα στο τι συμβαίνει στο τμήμα μου.

I have a great deal of control over what happens in my department.

Ασκώ έντονο έλεγχο πάνω στο τι συμβαίνει στο τμήμα μου.

I have significant influence over what happens in my department.

Έχω σημαντική επίδραση πάνω στο τι συμβαίνει στο τμήμα μου.

WITHDRAWAL BEHAVIOURS

First comes the question in English then its Greek translation

Turnover Intentions

How often have you seriously considered quitting your present job?

Πόσο συχνά έχετε σοβαρά αναρωτηθεί αν πρέπει να εγκαταλείψετε την παρούσα εργασία σας;

Absenteeism

How often do you voluntarily not show up to your present job?

Πόσο συχνά δεν εμφανίζεστε ηθελημένα στην τωρινή σας δουλειά;

Tardiness

How often do you arrive late to, or leave early from, your present job?

Πόσο συχνά φτάνετε αργά στην τωρινή σας δουλειά, ή φεύγετε νωρίς, από αυτή;

English Big Five Inventory

English version

Here are a number of characteristics that may or may not apply to you. For example, do you agree that you are someone who *likes to Spend time with others*? Please choose a number for each statement to indicate the extent to which you agree or disagree with that statement.

Greek version

Εδώ παρουσιάζεται ένας αριθμός χαρακτηριστικών που μπορεί να ισχύουν ή να μην ισχύουν για σας. Για παράδειγμα, συμφωνείτε ότι είστε κάποιος/α ο οποίος απολαμβάνει να περνάει τον χρόνο του με άλλους; Παρακαλώ να επιλέξετε έναν αριθμό για κάθε δήλωση για να καταδείξετε την έκταση της συμφωνίας ή της διαφωνίας με αυτήν την δήλωση.

English version

Disagree strongly Disagree a little Neither agree nor disagree Agree a little Agree strongly

1 2 3
..... 4 5

Greek version

Διαφωνώ έντονα 1

Διαφωνώ λίγο 2

Ούτε συμφωνώ ούτε διαφωνώ 3

Συμφωνώ λίγο 4

Συμφωνώ έντονα 5

English version

I see myself as *someone who*...

Greek version

Βλέπω τον εαυτό μου ως κάποιον ο οποίος...

First comes the question in English then its Greek translation

- ☐ 1. is talkative
1. είναι ομιλητικός/η
 - ☐ 2. tends to find fault with others
2. τείνει να ψέγει τους άλλους
 - ☐ 3. does a thorough job
3. είναι σχολαστικός/ή στην δουλειά του
 - ☐ 4. is depressed, blue
4. έχει κατάθλιψη, τις μαύρες του/ης
 - ☐ 5. is original, comes up with new ideas
5. είναι πρωτότυπος/η, του/ης έρχονται νέες ιδέες
 - ☐ 6. is reserved
6. είναι κλειστός χαρακτήρας
 - ☐ 7. is helpful and unselfish with others
7. βοηθά και δεν είναι ατομιστής/ρια
 - ☐ 8. can be somewhat careless
8. μπορεί να είναι ολίγον τι απρόσεκτος/η
 - ☐ 9. is relaxed, handles stress well
9. είναι χαλαρός/ή, τα καταφέρνει καλά κάτω από πίεση
 - ☐ 10. is curious about many different things
10. είναι περίεργος/η για πολλά διαφορετικά πράγματα
 - ☐ 11. is full of energy
11. είναι γεμάτος/η ενέργεια
 - ☐ 12. starts quarrels with others
12. ξεκινά καυγάδες με άλλους
 - ☐ 13. is a reliable worker
13. είναι ένας εργαζόμενος/η στον οποίο μπορεί να βασιστεί κανείς
 - ☐ 14. can be tense
14. μπορεί να είναι στην τσίτα
 - ☐ 15. is ingenious, a deep thinker
15. είναι ευφυής, βαθυστόχαστος/η
 - ☐ 16. generates a lot of enthusiasm
16. παράγει πολύ ενθουσιασμό
-

-
- __17. has a forgiving nature
17. τείνει να συγχωράει
__18. tends to be disorganized
18. τείνει να είναι ανοργάνωτος/η
__19. worries a lot
19. ανησυχεί πολύ
__20. has an active imagination.
20. έχει παραγωγική φαντασία
__21. tends to be quiet
21. τείνει να είναι ήσυχος/η
__22. is generally trusting
22. είναι γενικώς εύπιστος/η
__23.tends to be lazy
23. τείνει να είναι τεμπέλης/α
__24.is emotionally stable, not easily upset
24. είναι σταθερός/ή συναισθηματικά, δεν ενοχλείται εύκολα
__25.is inventive
25. είναι εφευρετικός/ή
__26.has an assertive personality
26. επιβάλλεται με την προσωπικότητα του/ης
__27.can be cold and aloof
27. μπορεί να είναι κρύος/α και απόμακρος/η
__28.perseveres until the task is finished
28. αντέχει μέχρι το πέρας οποιασδήποτε εργασίας
__29.can be moody
29. μπορεί να εμφανίζει συχνές μεταβολές της διάθεσής του/ης
__30.values artistic, aesthetic experiences
30. δίνει αξία σε καλλιτεχνικές, καλαίσθητες εμπειρίες
__31.is sometimes shy, inhibited
31. ντρέπεται μερικές φορές, έχει αναστολές
__32.is considerate and kind to almost everyone
32. σκέφτεται τους άλλους και είναι ευγενικός/ή σχεδόν προς όλους
__33.does things efficiently
33. είναι αποδοτικός/ή σε ο,τι κάνει
__34.remains calm in tense situations
34. παραμένει ήρεμος/η σε έντονες καταστάσεις
__35.prefers work that is routine
35. προτιμά τετριμμένη εργασία
__36.is outgoing, sociable
36. είναι εξωστρεφής, κοινωνικός/ή
__37.is sometimes rude to others
37. είναι μερικές φορές προσβλητικός/ή
__38.makes plans and follows through with them
38. σχεδιάζει και καταφέρνει να πραγματοποιήσει τα σχέδιά του/ης
__39.gets nervous easily
39. εκνευρίζεται εύκολα
__40.likes to reflect, play with ideas
40. του/ης αρέσει να σκέφτεται, να παίζει με ιδέες
__41.has few artistic interests
41. έχει λιγοστά καλλιτεχνικά ενδιαφέροντα
__42.likes to cooperate with others
42. του/ης αρέσει να συνεργάζεται με άλλους
__43.is easily distracted
43. διασπάται η προσοχή του/ης εύκολα
__44. is sophisticated in art, music, or literature
44. κατέχει απαιτητικό γούστο όσον αφορά την τέχνη, μουσική, ή την λογοτεχνία
-

English version

Please check: Did you write a number in front of each statement?

Greek version

Παρακαλώ να ελέγξετε: Γράψατε έναν αριθμό μπροστά από κάθε δήλωση;

Intention to leave the country**English version**

I am determined to stay and live in Lithuania (Greece). Yes No I don't know

I would like to live abroad in the future. Yes No I don't know

Greek version

Είμαι αποφασισμένος να μείνω και να ζήσω στην Ελλάδα. Ναι Όχι Δεν γνωρίζω

Θα ήθελα να ζήσω στο εξωτερικό στο μέλλον. Ναι Όχι Δεν γνωρίζω

Reasons to leave the country**English version**

I would go abroad if:

- a. I got accepted to a foreign University
- b. There were negative political/social changes in Lithuania (Greece)
- c. I got an interesting job offer abroad
- d. My partner or family moved abroad
- e. I could not live off of my wage in Lithuania (Greece)
- f. I got bored of living here
- g. Other (indicate)
- h. I would not go to live abroad for any of the enlisted reasons

Greek version

Θα μετοικούσα στο εξωτερικό εάν:

- α. με έχουν δεχτεί σε Πανεπιστήμιο του εξωτερικού.
- β. επικρατούν αρνητικές πολιτικές/κοινωνικές συνθήκες στην Ελλάδα
- γ. έχω λάβει ενδιαφέρουσα πρόταση για εργασία στο εξωτερικό.
- δ. ο/η σύντροφος μου ή η οικογένεια μου έχει μετοικήσει στο εξωτερικό
- ε. έχω βαρεθεί την ζωή στην Ελλάδα
- στ. συμβαίνει κάτι άλλο (να περιγράψετε)
- ζ. δεν θα ζούσα στο εξωτερικό για οποιονδήποτε από τους παραπάνω λόγους

Appendix C**(Questionnaire)**

Αγαπητέ κύριε/Αγαπητή κυρία,

Σας παρακαλούμε να αφιερώσετε λίγα λεπτά από το χρόνο σας (~15 λεπτά) για τη συμπλήρωση του παρακάτω ερωτηματολογίου. Η έρευνα αποσκοπεί στη διερεύνηση της ύπαρξης υπερβολικών προσόντων του νεαρού τμήματος του μορφωμένου εργατικού δυναμικού και της τάσης του για φυγή από την χώρα. Πιο συγκεκριμένα, αυτή η έρευνα αφορά εργαζόμενους οι οποίοι είναι κάτω των 29 ετών, εργάζονται στην Ελλάδα και δεν έχουν μετοικήσει προηγουμένως. Παρακαλούμε να

απαντήσετε μόνο αν πληροίτε τις προαναφερθείσες προϋποθέσεις. Επίσης, παρακαλούμε να απαντήσετε με ειλικρίνεια σε όλες τις ερωτήσεις, λαμβάνοντας υπόψη ότι δεν υπάρχουν σωστές ή λανθασμένες απαντήσεις.

Οι απαντήσεις σας είναι αυστηρά εμπιστευτικές και δεν πρόκειται να χρησιμοποιηθούν για άλλους σκοπούς πέρα από αυτούς της έρευνας. Το ερωτηματολόγιο είναι ανώνυμο και έτσι δε μπορούν να συνδεθούν οι απαντήσεις με συγκεκριμένα πρόσωπα και οργανισμούς.

Σας ευχαριστούμε πολύ για τη συνεργασία σας!!

| | | | | | |
|---|--------------------------------------|---|--------------------------------------|-------------------------------------|---|
| <p>ΟΙ ΔΗΛΩΣΕΙΣ ΠΟΥ ΑΚΟΛΟΥΘΟΥΝ ΑΦΟΡΟΥΝ ΣΕ ΑΝΤΙΛΗΨΕΙΣ ΣΑΣ ΓΙΑ ΤΟ ΑΝ ΕΧΕΤΕ ΥΠΕΡΒΟΛΙΚΑ ΠΡΟΣΟΝΤΑ ΣΕ ΣΧΕΣΗ ΜΕ</p> <p>ΑΥΤΑ ΠΟΥ ΑΠΑΙΤΟΥΝΤΑΙ ΣΤΗΝ ΕΡΓΑΣΙΑ ΣΑΣ.</p> | | | | | |
| <p>Παρακαλώ κυκλώστε τον αριθμό που αντανακλά καλύτερα την άποψή σας σε κάθε περίπτωση.</p> | | | | | |
| <p>Διαφωνώ απόλυτα</p> <p>1</p> | <p>Διαφωνώ εν μέρει</p> <p>2</p> | <p>Ούτε διαφωνώ Ούτε συμφωνώ</p> <p>3</p> | <p>Συμφωνώ εν μέρει</p> <p>4</p> | <p>Συμφωνώ απόλυτα</p> <p>5</p> | |
| <p>Τα πτυχία μου δίνουν υπερβολικά προσόντα για την δουλειά που κάνω τώρα</p> | 1 | 2 | 3 | 4 | 5 |
| <p>Η εργασιακή εμπειρία μου είναι περισσότερη από όσο απαιτείται για να διεκπεραιώσω την τωρινή μου δουλειά</p> | 1 | 2 | 3 | 4 | 5 |
| <p>Ειλικρινά, έχω υπερβολικά προσόντα για την δουλειά που έχω αυτόν τον καιρό</p> | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|--|---|---|---|---|---|
| Τα ταλέντα μου δεν χρησιμοποιούνται πλήρως στην δουλειά μου | 1 | 2 | 3 | 4 | 5 |
| Έχω γίνει εξπέρ σχεδόν σε κάθε πλευρά της δουλειάς μου | 1 | 2 | 3 | 4 | 5 |
| Ενδεχόμενη συνεχιζόμενη εκπαίδευση που συνδέεται με την δουλειά μου θα βελτιώνει την απόδοσή μου | 1 | 2 | 3 | 4 | 5 |
| Στην δουλειά μου αντιμετωπίζω συχνά νέες προκλήσεις | 1 | 2 | 3 | 4 | 5 |
| Στην δουλειά μου έχω την ευκαιρία να μάθω νέα πράγματα | 1 | 2 | 3 | 4 | 5 |
| Το συνηθισμένο περιεχόμενο της εργασίας μου σπάνια αλλάζει | 1 | 2 | 3 | 4 | 5 |
| Η δουλειά μου έχει πολλές δυνατότητες για αλλαγή και ανάπτυξη | 1 | 2 | 3 | 4 | 5 |
| Είμαι πιο έξυπνος/η από τους περισσότερους ανθρώπους που κάνουν την ίδια δουλειά με μένα | 1 | 2 | 3 | 4 | 5 |
| Είμαι πιο έξυπνος/η από όσο χρειάζεται για να κάνω την δουλειά μου | 1 | 2 | 3 | 4 | 5 |
| Το επίπεδο της ευφυΐας μου, δίνει σε μένα περισσότερα προσόντα από όσα χρειάζονται για την δουλειά μου | 1 | 2 | 3 | 4 | 5 |
| Κάποιος που δεν είναι τόσο έξυπνος/η όσο εγώ θα μπορούσε να κάνει την δουλειά μου εξίσου καλά | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|---|---|---|---|---|---|
| Χρειάζεται να λύνω δύσκολα προβλήματα στην δουλειά μου | 1 | 2 | 3 | 4 | 5 |
| Νοιώθω πως θα μπορούσα να τα καταφέρω και σε μια δυσκολότερη δουλειά | 1 | 2 | 3 | 4 | 5 |
| Η δουλειά μου δεν είναι νοητικά απαιτητική | 1 | 2 | 3 | 4 | 5 |
| Η δουλειά μου είναι σπανίως βαρετή ή επαναλαμβανόμενη | 1 | 2 | 3 | 4 | 5 |
| Μπορώ να κάνω την δουλειά μου χωρίς πολλή σκέψη | 1 | 2 | 3 | 4 | 5 |
| ΟΙ ΠΑΡΑΚΑΤΩ ΔΗΛΩΣΕΙΣ ΑΦΟΡΟΥΝ ΤΟΝ ΧΑΡΑΚΤΗΡΑ ΣΑΣ. | | | | | |
| Παρακαλώ κυκλώστε τον αριθμό που αντανακλά καλύτερα την άποψή σας | | | | | |
| <div> <div>Όχι</div> <div>Ναι</div> </div> <div> <div>0</div> <div>1</div> </div> | | | | | |
| Θα προτιμούσα να είμαι ηγέτης | 0 | 1 | | | |
| Βλέπω τον εαυτό μου ως καλό ηγέτη | 0 | 1 | | | |
| Θα είμαι επιτυχημένος/η | 0 | 1 | | | |
| Το κύρος μου τείνει πάντα να αναγνωρίζεται | 0 | 1 | | | |
| Έχω ταλέντο στο να ασκώ επιρροή σε άλλους | 0 | 1 | | | |
| Επιβάλλω τις απόψεις μου | 0 | 1 | | | |

| | | | |
|--|---|---|--|
| Απολαμβάνω το να εξουσιάζω άλλους | 0 | 1 | |
| Είμαι γεννημένος ηγέτης | 0 | 1 | |
| Σπάνια βασίζομαι στον/ην οποιον(α)δήποτε για να καταφέρω κάτι | 0 | 1 | |
| Μου αρέσει να αναλαμβάνω την ευθύνη για τις αποφάσεις που λαμβάνω | 0 | 1 | |
| Είμαι πιο ικανός/ή από άλλους | 0 | 1 | |
| Μπορώ να ζω την ζωή μου με οποιονδήποτε τρόπο θέλω | 0 | 1 | |
| Πάντα γνωρίζω τι κάνω | 0 | 1 | |
| Θα αναδειχτώ σε μεγάλη προσωπικότητα | 0 | 1 | |
| Είμαι εξαιρετικό άτομο | 0 | 1 | |
| Γνωρίζω ότι είμαι καλός/ή γιατί όλοι μου το λένε | 0 | 1 | |
| Μου αρέσει να μου κάνουν φιλοφρονήσεις | 0 | 1 | |
| Θεωρώ πως είμαι ιδιαίτερο άτομο | 0 | 1 | |
| Μακάρι κάποιος/α να έγραφε κάποια μέρα την αυτοβιογραφία μου | 0 | 1 | |
| Κάνω επίδειξη όποτε μου δοθεί η ευκαιρία | 0 | 1 | |
| Η ταπεινοφροσύνη δεν μου ταιριάζει | 0 | 1 | |
| Εκνευρίζομαι όταν δεν γίνεται αισθητό το πώς φαίνομαι όταν βρίσκομαι σε δημόσιο χώρο | 0 | 1 | |
| Μου αρέσει να είμαι το κέντρο της προσοχής | 0 | 1 | |

| | | | |
|---|---|---|--|
| Θα έκανα σχεδόν τα πάντα αν με προκαλούσαν | 0 | 1 | |
| Πραγματικά, μου αρέσει να είμαι το κέντρο της προσοχής | 0 | 1 | |
| Μου αρέσει να ξεκινώ νέες μόδες και τάσεις | 0 | 1 | |
| Οι άνθρωποι είναι ανοιχτό βιβλίο για μένα | 0 | 1 | |
| Μπορώ να κάνω οποιον(α)δήποτε να πιστέψει οτιδήποτε | 0 | 1 | |
| Το βρίσκω εύκολο να χειραγωγώ ανθρώπους | 0 | 1 | |
| Μπορώ συνήθως να ξεφύγω από μια δύσκολη κατάσταση χρησιμοποιώντας την πειθώ | 0 | 1 | |
| Όλοι θέλουν να ακούν τις ιστορίες μου | 0 | 1 | |
| Μου αρέσει να κοιτάω το σώμα μου | 0 | 1 | |
| Μου αρέσει να κοιτάω τον εαυτό μου στον καθρέφτη | 0 | 1 | |
| Μου αρέσει να επιδεικνύω το σώμα μου | 0 | 1 | |
| Δεν θα ικανοποιηθώ ποτέ μέχρι να πάρω αυτό που μου αξίζει | 0 | 1 | |
| Απαιτώ πολλά από τους άλλους | 0 | 1 | |
| Θέλω να μετράω στα μάτια του κόσμου | 0 | 1 | |
| Έχω μεγάλη θέληση | 0 | 1 | |
| Επιμένω στο να λαμβάνω τον σεβασμό που αξίζω | 0 | 1 | |
| Αν κυβερνούσα όλο τον κόσμο, θα ήταν ένα πολύ καλύτερο μέρος | 0 | 1 | |

ΟΙ ΠΑΡΑΚΑΤΩ ΔΗΛΩΣΕΙΣ ΑΦΟΡΟΥΝ ΣΤΟ ΠΩΣ ΕΣΕΙΣ ΑΝΤΙΛΑΜΒΑΝΕΣΤΕ ΤΗΝ ΕΡΓΑΣΙΑ ΣΑΣ.

Παρακαλώ κυκλώστε τον αριθμό που αντανακλά καλύτερα την άποψή σας

| | | | | |
|---------|------|--------|------|---------|
| Καθόλου | Λίγο | Μέτρια | Πολύ | Απόλυτα |
| 1 | 2 | 3 | 4 | 5 |

Η εργασία που κάνω είναι πολύ σημαντική για μένα

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

Οι δραστηριότητες της δουλειάς μου είναι σημαντικές για μένα σε προσωπικό επίπεδο

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

Η δουλειά που κάνω είναι σημαντική για μένα σε προσωπικό επίπεδο

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

Είμαι πεπεισμένος/η ότι είμαι ικανός/ή να κάνω την δουλειά μου

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

Νοιώθω ότι μπορώ να φέρω εις πέρας τις δραστηριότητες που συνδέονται με την δουλειά μου

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

Έχω φτάσει στο ανώτατο επίπεδο ανάπτυξης των δεξιοτήτων που απαιτούνται για την δουλειά μου

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

Είμαι αρκετά αυτόνομος στο να καθορίζω πώς να κάνω την δουλειά μου

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

Μπορώ να αποφασίζω μόνος μου πώς να κάνω την δουλειά μου

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

Μου δίνονται αρκετές ευκαιρίες για ανεξαρτησία και ελευθερία στο πώς να κάνω την δουλειά μου

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

Επιδρώ έντονα στο τι συμβαίνει στο τμήμα μου

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

| | | | | | | |
|--|-------|--------------------------|-------|---------------|---|--|
| Ασκά έντονο έλεγχο πάνω στο τι συμβαίνει στο τμήμα μου | 1 | 2 | 3 | 4 | 5 | |
| Έχω σημαντική επίδραση πάνω στο τι συμβαίνει στο τμήμα μου | 1 | 2 | 3 | 4 | 5 | |
| ΟΙ ΠΑΡΑΚΑΤΩ ΕΡΩΤΗΣΕΙΣ ΑΦΟΡΟΥΝ ΣΤΗΝ ΠΡΟΘΕΣΗ ΣΑΣ ΑΠΕΝΑΝΤΙ ΣΤΗΝ ΕΡΓΑΣΙΑ ΣΑΣ. | | | | | | |
| Παρακαλώ κυκλώστε τον αριθμό που αντανακλά καλύτερα την άποψή σας σε κάθε περίπτωση. | | | | | | |
| Πολύ αραιά | Αραιά | Ούτε συχνά Ούτε αραιά | Συχνά | Πολύ Συχνά | | |
| 1 | 2 | 3 | 4 | 5 | | |
| Πόσο συχνά έχετε σοβαρά αναρωτηθεί αν πρέπει να εγκαταλείψετε την παρούσα εργασία σας; | 1 | 2 | 3 | 4 | 5 | |
| Πόσο συχνά δεν εμφανίζετε ηθελημένα στην τωρινή σας δουλειά; | 1 | 2 | 3 | 4 | 5 | |
| Πόσο συχνά φτάνετε αργά στην τωρινή σας δουλειά, ή φεύγετε νωρίς, από αυτή; | 1 | 2 | 3 | 4 | 5 | |
| ΟΙ ΠΑΡΑΚΑΤΩ ΔΗΛΩΣΕΙΣ ΑΦΟΡΟΥΝ ΧΑΡΑΚΤΗΡΙΣΤΙΚΑ ΠΡΟΣΩΠΙΚΟΤΗΤΑΣ. ΓΙΑ ΠΑΡΑΔΕΙΓΜΑ, ΣΥΜΦΩΝΕΙΤΕ ΟΤΙ ΕΙΣΤΕ | | | | | | |
| ΚΑΠΟΙΟΣ/Α Ο ΟΠΟΙΟΣ ΑΠΟΛΑΜΒΑΝΕΙ ΝΑ | | | | | | |

ΠΕΡΝΑΕΙ ΤΟΝ ΧΡΟΝΟ ΤΟΥ ΜΕ ΑΛΛΟΥΣ; ΠΑΡΑΚΑΛΩ ΝΑ ΕΠΙΛΕΞΕΤΕ ΕΝΑΝ ΑΡΙΘΜΟ ΓΙΑ ΚΑΘΕ ΔΗΛΩΣΗ ΓΙΑ ΝΑ ΚΑΤΑΔΕΙ ΞΕΤΕΤΗΝ

ΕΚΤΑΣΗ ΤΗΣ ΣΥΜΦΩΝΙΑΣ Η ΤΗΣ ΔΙΑΦΩΝΙΑΣ ΜΕ ΑΥΤΗΝ ΤΗΝ ΔΗΛΩΣΗ.

Βλέπω τον εαυτό μου ως κάποιον ο οποίος...

Παρακαλώ κυκλώστε τον αριθμό που αντανακλά καλύτερα την άποψή σας σε κάθε περίπτωση.

| | | | | |
|--------------------|---------------------|------------------------------|---------------------|--------------------|
| Διαφωνώ απόλυτα | Διαφωνώ εν μέρει | Ούτε διαφωνώ Ούτε συμφωνώ | Συμφωνώ εν μέρει | Συμφωνώ απόλυτα |
| 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|--|---|---|---|---|---|
| είναι ομιλητικός\η | 1 | 2 | 3 | 4 | 5 |
| τείνει να ψέγει τους άλλους | 1 | 2 | 3 | 4 | 5 |
| είναι σχολαστικός/ή στην δουλειά του | 1 | 2 | 3 | 4 | 5 |
| έχει κατάθλιψη, τις μαύρες του/ης | 1 | 2 | 3 | 4 | 5 |
| είναι πρωτότυπος/η, του/ης έρχονται νέες ιδέες | 1 | 2 | 3 | 4 | 5 |
| είναι κλειστός χαρακτήρας | 1 | 2 | 3 | 4 | 5 |
| βοηθά και δεν είναι ατομιστής/ρια | 1 | 2 | 3 | 4 | 5 |
| μπορεί να είναι ολίγον τι απρόσεκτος/η | 1 | 2 | 3 | 4 | 5 |
| είναι χαλαρός/ή, τα καταφέρνει καλά κάτω από πίεση | 1 | 2 | 3 | 4 | 5 |
| είναι περίεργος/η για πολλά διαφορετικά πράγματα | 1 | 2 | 3 | 4 | 5 |
| είναι γεμάτος/η ενέργεια | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|---|---|---|---|---|---|
| ξεκινά καυγάδες με άλλους | 1 | 2 | 3 | 4 | 5 |
| είναι ένας εργαζόμενος/η στον οποίο μπορεί να βασιστεί κανείς | 1 | 2 | 3 | 4 | 5 |
| μπορεί να είναι στην τσίτα | 1 | 2 | 3 | 4 | 5 |
| είναι ευφυής, βαθυστόχαστος/η | 1 | 2 | 3 | 4 | 5 |
| παράγει πολύ ενθουσιασμό | 1 | 2 | 3 | 4 | 5 |
| τείνει να συγχωράει | 1 | 2 | 3 | 4 | 5 |
| τείνει να είναι ανοργάνωτος/η | 1 | 2 | 3 | 4 | 5 |
| ανησυχεί πολύ | 1 | 2 | 3 | 4 | 5 |
| έχει παραγωγική φαντασία | 1 | 2 | 3 | 4 | 5 |
| τείνει να είναι ήσυχος/η | 1 | 2 | 3 | 4 | 5 |
| είναι γενικώς εύπιστος/η | 1 | 2 | 3 | 4 | 5 |
| τείνει να είναι τεμπέλης/α | 1 | 2 | 3 | 4 | 5 |
| είναι σταθερός/ή συναισθηματικά, δεν ενοχλείται εύκολα | 1 | 2 | 3 | 4 | 5 |
| είναι εφευρετικός/ή | 1 | 2 | 3 | 4 | 5 |
| επιβάλλεται με την προσωπικότητα του/ης | 1 | 2 | 3 | 4 | 5 |
| μπορεί να είναι κρύος/α και απόμακρος/η | 1 | 2 | 3 | 4 | 5 |
| αντέχει μέχρι το πέρας οποιασδήποτε εργασίας | 1 | 2 | 3 | 4 | 5 |
| μπορεί να εμφανίζει συχνές μεταβολές της διάθεσής του/ης | 1 | 2 | 3 | 4 | 5 |
| δίνει αξία σε καλλιτεχνικές, καλαίσθητες εμπειρίες | 1 | 2 | 3 | 4 | 5 |
| ντρέπεται μερικές φορές, έχει αναστολές | 1 | 2 | 3 | 4 | 5 |
| σκέφτεται τους άλλους και είναι | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|--|---|---|---|---|---|
| ευγενικός/ή σχεδόν προς όλους | | | | | |
| είναι αποδοτικός/ή σε ο,τι κάνει | 1 | 2 | 3 | 4 | 5 |
| παραμένει ήρεμος/η σε έντονες καταστάσεις | 1 | 2 | 3 | 4 | 5 |
| προτιμά τετριμμένη εργασία | 1 | 2 | 3 | 4 | 5 |
| είναι εξωστρεφής, κοινωνικός/ή | 1 | 2 | 3 | 4 | 5 |
| είναι μερικές φορές προσβλητικός/ή | 1 | 2 | 3 | 4 | 5 |
| σχεδιάζει και καταφέρνει να πραγματοποιήσει τα σχέδιά του/ης | 1 | 2 | 3 | 4 | 5 |
| εκνευρίζεται εύκολα | 1 | 2 | 3 | 4 | 5 |
| του/ης αρέσει να σκέφτεται, να παίζει με ιδέες | 1 | 2 | 3 | 4 | 5 |
| έχει λιγοστά καλλιτεχνικά ενδιαφέροντα | 1 | 2 | 3 | 4 | 5 |
| του/ης αρέσει να συνεργάζεται με άλλους | 1 | 2 | 3 | 4 | 5 |
| του οποίου η προσοχή διασπάται εύκολα | 1 | 2 | 3 | 4 | 5 |
| κατέχει απαιτητικό γούστο όσον αφορά την τέχνη, μουσική, ή την λογοτεχνία | 1 | 2 | 3 | 4 | 5 |
| ΟΙ ΔΗΛΩΣΕΙΣ ΠΟΥ ΑΚΟΛΟΥΘΟΥΝ ΑΦΟΡΟΥΝ ΣΤΗΝ ΠΡΟΘΕΣΗ ΣΑΣ ΝΑ ΕΓΚΑΤΑΛΕΙΨΕΤΕ ΤΗΝ ΧΩΡΑ. | | | | | |
| Παρακαλώ κυκλώστε τον αριθμό που αντανakλά καλύτερα την άποψή σας σε κάθε περίπτωση. | | | | | |

| | Όχι 1 | Δεν γνωρίζω 2 | Ναι 3 | |
|--|----------|------------------|----------|--|
| Είμαι αποφασισμένος να μείνω και να ζήσω στην Ελλάδα | 1 | 2 | 3 | |
| Θα ήθελα να ζήσω στο εξωτερικό στο μέλλον | 1 | 2 | 3 | |
| ΘΑ ΜΕΤΟΙΚΟΥΣΑ ΣΤΟ ΕΞΩΤΕΡΙΚΟ ΕΑΝ.. | | | | |
| Παρακαλώ να επιλέξετε τις επιλογές που σας εκφράζουν βάζοντας ένα ναι στο διπλανό κελί. | | | | |
| με δέχονταν σε Πανεπιστήμιο του εξωτερικού | | | | |
| επικρατούσαν αρνητικές πολιτικές/κοινωνικές συνθήκες στην Ελλάδα | | | | |
| λάμβανα ενδιαφέρουσα πρόταση για εργασία στο εξωτερικό | | | | |
| ο/η σύντροφος μου ή η οικογένεια μου μετοικούσε στο εξωτερικό | | | | |
| βαριόμουν την ζωή στην Ελλάδα | | | | |
| συνέβαινε κάτι άλλο (να περιγράψετε) | | | | |
| Δεν θα μετοικούσα στο εξωτερικό για οποιονδήποτε από τους παραπάνω λόγους | | | | |

ΔΗΜΟΓΡΑΦΙΚΑ ΣΤΟΙΧΕΙΑ

Παρακαλώ συμπληρώστε τα παρακάτω στοιχεία. Βάλτε ένα (x) στο αντίστοιχο τετραγωνάκι.

1. Φύλο: Άνδρας Γυναίκα

2. Ηλικία:

3. Επίπεδο εκπαίδευσης

Απόφοιτος Γυμνασίου/ Λυκείου

Απόφοιτος Τ.Ε.Ι.

Απόφοιτος Α.Ε.Ι.

Κάτοχος Μεταπτυχιακού Τίτλου

Άλλο: _____

4. Το καθεστώς της εργασίας σας:

Μόνιμος/η

Συμβασιούχος/α

Εκπαιδευόμενος/η

Άλλο:

5. Συνολική επαγγελματική εμπειρία: έτη

6. Προϋπηρεσία στον τελευταίο οργανισμό: Έτη

7. Προϋπηρεσία στη τελευταία θέση εργασίας: Έτη

8. Αν μετοικούσατε στο εξωτερικό, ποια χώρα θα ήταν η πρώτη σας επιλογή;

Ηνωμένο Βασίλειο

Γερμανία

Η.Π.Α.

Γαλλία

Καναδάς

Ισπανία

Αυστραλία

Ιταλία

Άλλη Χώρα

Δεν έχω σκοπό να μετοικήσω